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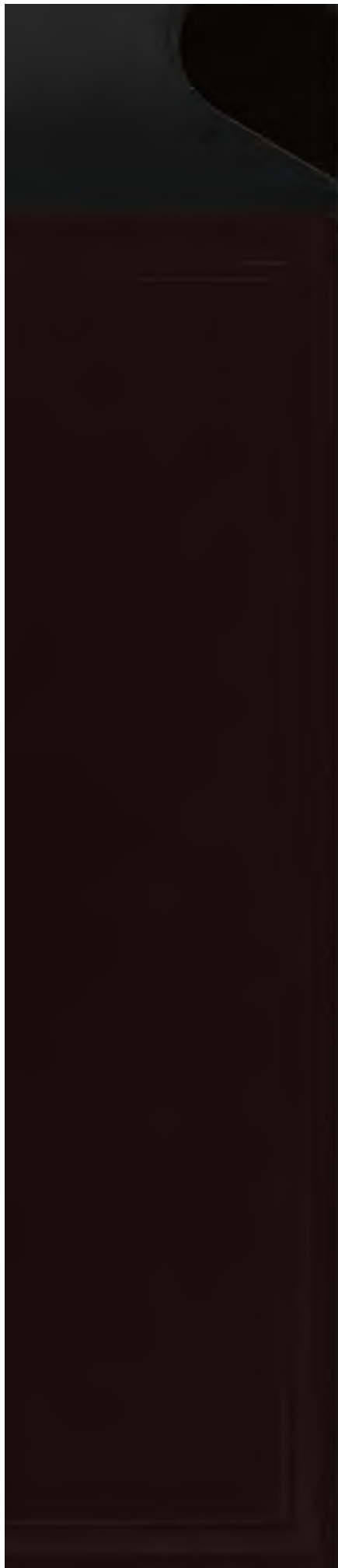
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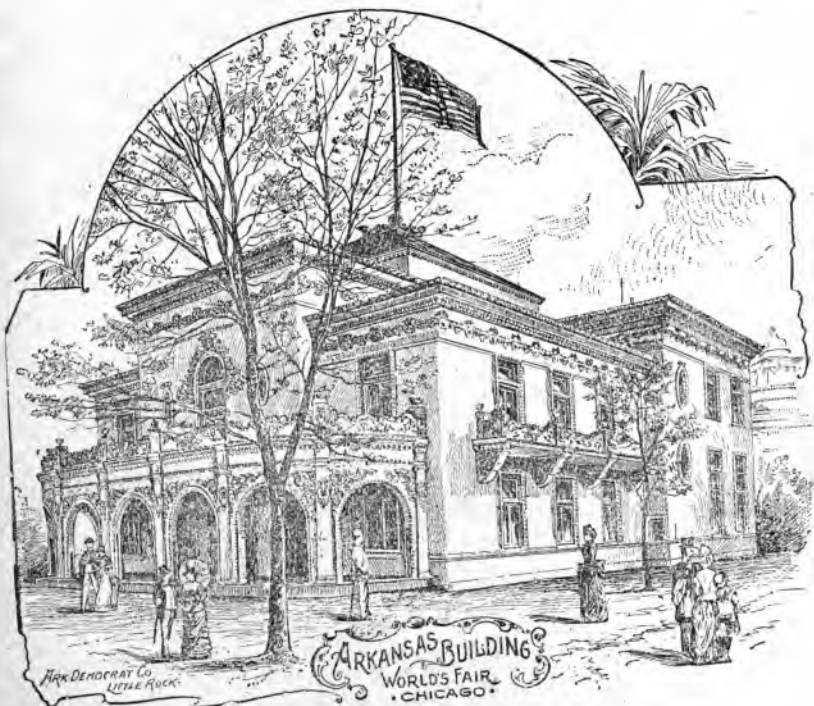
DEPARTMENT OF EDUCATION
AND STANFORD UNIVERSITY











DEPARTMENT OF EDUCATION
AND STANFORD JUNIOR UNIVERSITY

BIENNIAL REPORT

OF THE

Superintendent of Public Instruction,

FOR THE

STATE OF ARKANSAS,

FOR THE

YEARS 1893 AND 1894.

JOSIAH H. SHINN,
Superintendent.

1894.
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FOR THE

STATE DEPT. OF EDUCATION,

Superintendent of Public Instruction :

JOSIAH H. SHINN.

Chief Clerk :

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Board of Cammon School Commissioners,

1893-94 :

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J. H. SHINN, Superintendent Public Instruction.

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

THOMAS SMITH	1868 to 1873
J. C. CORBIN.....	July 6, 1873
G. W. HILL.....	December 18, 1875, to October, 1878
J. L. DENTON.....	October 13, 1878, to October, 11, 1881
DUNBAR H. POPE.....	October 11 to 30, 1882
W. E. THOMPSON.....	October 30, 1881, to October 30, 1890
J. H. SHINN.....	October 30, 1890, to October 30, 1894
JUNIUS JORDAN.....	October 30, 1894, to October 30, 1896



OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION,
LITTLE ROCK, November 1, 1894. }

To William M. Fishback, Governor of Arkansas :

SIR—I have the honor to transmit to you a series of plans, recommendations and statistical exhibits forming a report of the Department of Public Instruction in relation to the education of the state for the biennium ending October 30, 1894.

Respectfully,

JOSIAH H. SHINN,
Superintendent Public Instruction,

81243





CHAPTER I.

GENERAL OBSERVATIONS.

For four years I have been intimately connected with the public school system of the state as its chief officer. I have made it my chief study and have compared its workings with other systems of like kind elsewhere. At the close of my official term I am justified in saying that the system has reached its maximum of worth under the present limitations of revenue. We are doing all that can be done, generally speaking, with the money we have to expend.

Looking backwards over the twenty years, the system has been in operation, we find much that authorizes our people to rank themselves as leaders in systematic provision, intelligent original legislation, honest expenditure, comprehensive plan and energetic, thoroughgoing work.

We began the work with a bankrupt state and a disheartened population. Civil war had desolated our homes and depleted our treasury; reconstruction had driven us to madness and swept away the little that war had left. Debt, overpowering, grinding debt was the chief legacy of the after-war period, the reconstruction era, which, though clad in peaceful garb, was far more voracious and destructive than had been the armed period of war.

Both state and counties were overwhelmed with debt, and all enterprises felt its deadening influences.

To me it is a remarkable fact that out of this sea of passion, strife and bad feeling our people were able and willing to formulate the prudent and wise statutes which brought the free school into permanent and vigorous form. And if there can be anything more remarkable than this great

mental phenomenon, it is the wonderful recuperative power of our people. In twenty years of honest, capable government we have not only regained all that we had of taxed wealth before the war, but have almost doubled it.

At the very beginning our legislation upon educational questions was characterized by liberality and wisdom.

A state levy of two mills on the dollar was legalized for per capita distribution throughout the state; a poll tax was added for county distribution, while every district was permitted to levy and collect an additional sum not exceeding five mills on the dollar for home use. Thus our legislators, although disturbed by the great questions of politics then prevalent, seized the three best means adopted by any state for the raising of revenue, wisely giving the greatest freedom of action to the district, in this manner emphasizing the value of home rule, home development and home taxation.

Through twenty years the system has lived with almost no amendment. From a few school houses scattered here and there, poorly equipped and supplied, we have reached a plane where six thousand schoolhouses, well equipped, are in existence, and to which four hundred thousand children go for about all the school instruction they ever receive. The system started in the thralldom of after-war times, but because of its wise and conservative tendencies it grew with surprising rapidity. It was then an experiment hedged all around by the doubts of both leaders and followers. It has long since passed the experimental state, and is now a fixed part of the state's polity. It has won friends everywhere, and is today more deeply grounded in the affections of the whole people than any other department of government. It has grown because it met a demand for the widest dissemination of the principles that underlie virtue and foster intelligence in order that citizens may be the better prepared to

understand and maintain the rights, duties and obligations of suffrage government.

The backward look is a real basis for honest pride to every citizen of the state. Every energy has been bent by the majority of the people to force the system to yield a proper fruit. Money has been voted so generally that we have reached the limit of our right. Teachers have been required by inexorable public opinion to improve themselves. The result is as stated before, we have now reached the maximum worth of public education under our revenue limitations.

But we have not reached the maximum limit of public education by any means. Arkansas, in common with other states, is part of a great literary, as well as a great industrial sociology. The problems of industry, trade and commerce are not local. Like conditions beget the same problems everywhere, and modern systems of communication are daily begetting a remarkable sameness of condition throughout Christendom. The solution of these problems is no more to be localized than are the problems themselves. Identical problems would seem to demand identical solutions. And the same communication that begets a sameness of condition and of problem makes it wasteful and unwise for each locality to work out by local inductions and experiences solutions for problems which have already gone through these crucibles in other localities. Thus it comes to be almost axiomatic that whatever of solution is common to all peoples should be utilized in the local system of education so that all citizens may be prepared for a real life, rather than an artificial one. And world life has proved that there are many common solutions for common problems of literary and industrial life. This widens the sphere of the school—the free, common school, and in this light we may say that we have but just crossed the threshold of the question.

All that could be done twenty years ago was done. But conditions have changed. Gloom has given place to

glory—despair to hope. If we, *now*, are to equal the men, *then*, we must act as vigorously and wisely under more generous conditions as did they under a harsher environment. France lay crushed at the feet of Germany yet she rose triumphant. Her system of free education is about as old as that of Arkansas. Yet how different in scope—how different in power. Technical education in some form has gone into every public school side by side with the old literary forms. Technical education is a common solution for many of the industrial problems of the age. Its value is equal to the literary form, and conforms much more adequately to demands of the mass. If we are to take high rank upon industrial questions we must conform our public systems to the technical demands of the problem. But under existing revenue limitations we cannot adequately meet the world form of literary demands to say nothing of the technical requirements. The really great question of educational statesmanship is the immediate removal of the limitation upon local taxation. Give the people more freedom in their localities so that they may the more easily and surely adjust themselves to the demands of their environment. It is no burden to a locality already satisfied with local legislation to permit another locality to use its own means untrammelled and without limitations. Absolute freedom to the district is the perfection of home rule, and we should hasten to strike down any and all limitations upon the right of the home unit to tax itself as it may please. Our educational law thus amended will prepare the way for the widest solution of all school problems, and enable our citizens to do for themselves anything and everything that other citizens have done in any hamlet or city of the world. Our people in the great towns and the large districts ask for nothing but an equality of opportunity and they will stand wherever the leaders are, be they French; or German, English or Swede.

Many amendments to the constitution have been submit-

ted to the people for their ratification, and I should be derelict to my duty as an officer, false to my race, and untrue to the rising generation in Arkansas did I not urge the coming legislature to submit to the people at the next general election such an amendment to the constitution as will remove the present limitation upon local taxation for educational purposes.

I urge this first and primarily in the interest of the boys and girls of my own race—the present pride and the future hope of our people. But I also urge it in the interest of all boys and girls—for from these in their totality is to come the solution of many, if not all, of our economic and social problems.

CHAPTER II.

SCHOOL DISTRICTS.

At the close of the year 1893 there were 4,622 school districts reported and an enumerated school population of 425,349 children. The enrollment for that year was 264,576, while the average daily attendance was 148,835.

On the basis of school enumeration there is one district for every 92 pupils.

On the basis of enrollment one for every 57.

While the basis of average attendance, the real basis for districting, there is one for every 32 pupils.

These figures are misleading, however. All the cities and towns are reported as but one district, while many of the country districts are co-extensive with the township. After making these allowances it is estimated that the following is the true basis for the present system of districting for fully one-half of the school districts of the state :

One district for every 62 pupils enumerated ;

One for every 38 enrolled ;

One for every 22 in average attendance.

This makes a great number of weak districts which inevitably results in short terms and poor teachers.

It is not true that the shrinkage of the present number of school districts is demanded by the school interests?

Hon. Jas. F. Crooker, the present state superintendent of New York, has given out this wise dictum in reference to the districting of that great state :

“ Consolidation of weak and small districts, or their annexation to wealthier or more prosperous ones, where that can be done without making the distance to be traveled by children unreasonably great, is advisable. It is better for children to go a little farther to reach a large and prosperous

school than to spend their time in small schools, where, as a rule, poorly paid teachers are employed, and as a consequence unprofitable work is done. With a less number of districts fewer teachers are needed, and better wages could be paid; and with larger salaries a better grade of teachers can be secured, for the reason that the quality and efficiency of employes in all vocations are measured by the wages paid."

If these observations have force in a commonwealth great in wealth and school resources how much greater their force when applied to our condition?

The letters which come to me from directors and teachers in hundreds of districts show an alarming state of affairs. Public education may be a curse as well as a blessing. If education is to be afforded by the state it must be of such kind as will conserve virtue and foster proper intelligence. The formula which passes as education in many of these weak and isolated districts is a parody and snare. The principles are defective and abnormal; the matter is wrong and in many cases pernicious; while the teacher is narrow, ignorant and intensely bigoted.

The cause is not far to seek. It is district poverty. Directors cannot engage respectable teachers, and employ men and women that under other circumstances would be rejected. These ignorant teachers engender vicious reasoning and practices.

And in cases where sounder teaching prevails the poverty of the district enforces a shortened term.

Much of this may be remedied by a few simple amendments of the statute law.

1st. A repeal of that section which empowers the county court to transfer pupils from one district to another for educational purposes.

In many cases the operation of this law has tended to the fatal weakening of hundreds of districts. Funds which should go the education of the weaker districts have been

transferred to the treasuries of cities, villages and wealthier districts. This gives these stronger schools an unfair advantage over the weaker ones and has led to practices that are very pernicious. Scores of such transfers have been made where the petitioner was neither parent nor guardian; they have been made where the transferred property was not contiguous; they have been made so as to transfer rich valley strips, ten miles in length to wealthy districts, leaving the more barren uplands for the poorer districts.

The richer districts, those well able to support themselves are being favored yearly by the operation of this law at the expense of the weaker ones. The section is unfair, and not congruous with the spirit of the free school law, and should be repealed.

The proviso in favor of transfers, of white or colored children where their number in any district does not exceed ten should be retained as this tends to the consolidation and strengthening of districts.

2nd. Section 6174 should be amended so to place the minimum number of pupils of scholastic age at one hundred instead of thirty-five. This would strengthen the system materially and is demanded by the interests of state education. This would measurably insure an average daily attendance of thirty-five pupils at every school, and increase the school period nearly two months, without making the walking distance for the children unreasonably great.

It is better to undergo some physical privation and hardship for a superior mental and spiritual equivalent.

I desire to say however that the real cure for the district evil is the adoption of the township system. My predecessor, Hon. W. E. Thompson, has called the attention of the legislature to this remedy with wise and timely words. I recall and urge his arguments at this place.

He says:—

“ This subject was presented for your consideration in the

reports of 1884 and 1886. To these reports you are most respectfully referred, and requested to examine the reasons therein set forth, why the present district system should be abolished and the political township be made the school district. Regarding this change as absolutely necessary to improvement of our free school system, I would be neglecting my duty did I not ask you again to carefully examine this subject. My experience and observation during the time that I have had the honor to hold the office of state superintendent shows me that we are not reaping the best results from the public schools, and that the defects and objections to our present system are many, and in no particular is failure more apparent than in the independent school districts. In addition to the reasons given in former reports, you are asked to consider those presented in this report; also, your attention is called to the opinions of other state superintendents who have given this subject serious consideration. Under our present law we have 4,208 school districts and more than 12,624 directors. The legal qualifications of directors are well known, and it is equally well known that many of them do not possess these qualifications and are totally deficient in all others. In a small territory it may be difficult to find men of intelligence for directors, but in a political township the electors could always find competent men, who would take pride in looking after their school interests. The country schools are not doing the work which might be done; they cannot under the present district system. If the district plan is the best, then Little Rock, for her various schools, should have a separate board of directors. The electors take so little interest in the schools of their district that they fail even to attend their annual school meetings, and frequently a few designing men secure the office, that they may defeat the school tax, or for the purpose of securing the school for some favorite or relative, who may not always be the most competent and

available teacher. In the township a larger number of voters would give a more general expression of the popular will, and more interest would be manifested in selecting good men for school directors. The township as the school district, would do away with the necessity of transferring from one district to another; the schools would be as convenient as they are under the present system, the people would retain the same absolute control over the schools, and equal privileges be secured to all. At present, locality terminates the length of the school term and other privileges; for instance, one district has a school for eight or nine months, with a comfortable house and excellent teacher, and in the same neighborhood, in another district, though the number of children is greater, there is only a three months' term. We say our schools are free; this is true only to a certain extent: our best schools are free to those living in cities, towns and wealthy neighborhoods. Incompetent teachers are frequently employed in many districts, because the sister, daughter or wife must be provided for. While I believe in local self-government, I also favor legislation which will give the greatest benefit to the greatest number. In conclusion, your attention is called to a brief and concise statement of this subject, presented by the state superintendent of Michigan in his report of 1887:

TOWNSHIP SCHOOL DISTRICT.

I. OBJECTIONS TO THE PRESENT SYSTEM.

1. Unequal facilities for schooling afforded children in the same township.
2. Inequality in the cost of maintaining schools in different parts of the same township.
3. *Nepotism* in the selection of teachers.
4. Too frequent changes of teachers.
5. Too great diversity of text-books.
6. Too many school officers.
7. Unjust discrimination in local taxation.
8. Children frequently have too long distances to attend school in their own districts, when they could be more conveniently accommodated in an adjoining district.
9. Difficulty in properly classifying and grading schools.
10. Frequent disputes and bickerings over school-house sites, district boundaries, etc.

11. Inefficiency of local school officers.
12. Inequality in the length of school terms.
13. School laws not properly understood and enforced.

II. BENEFITS THAT WOULD RESULT FROM TOWNSHIP DISTRICT.

1. All children in a township should be given equal school privileges.
2. The cost of maintaining the schools would be distributed equally over the entire township.
3. The teachers, being appointed by a township board, the chances of favoritism in the selection is very much reduced.
4. The tenure of office of efficient teachers would be lengthened.
5. A township uniformity of text-books would result, and the adoption of county uniformity would be facilitated, if deemed advisable.
6. The number of school officers would be largely diminished, and the choice being extended to the township a better class of officers would result.
7. The local taxation would be the same throughout the township.
8. Children could attend the school that was most conveniently located.
9. All the schools in the township would be uniformly classified and graded.
10. School-house sites would be more satisfactorily located, and the quarrels over district boundaries would be abolished.
12. The school laws would be better understood and more intelligently enforced.

III. HOW IT WORKS IN OTHER STATES.

The schools in the following states are organized either wholly or partially on the township system: Alabama, Connecticut, Indiana, Iowa, Maine, Massachusetts, New Hampshire, Ohio, Pennsylvania, Rhode Island, Tennessee, West Virginia, Wisconsin, Vermont. From answers to inquiries addressed to the state superintendent of these states I extract the following:

I. W. Dickinson, Secretary State Board of Education of Massachusetts: "The township system works infinitely better than did the district system."

Superintendent B. L. Morgan, West Virginia: "Under this system our schools have the advantage of a careful local management and all the advantages of the district system."

Charles D. Hine, Secretary State Board of Education of Connecticut: "The township system has following advantages:

- (a) Greater efficiency of management.
- (b) Because the system is co-ordinate and not dislocated.
- (c) More public interest in schools, because the matter is of greater importance.
- (d) There results always more schooling for the children.
- (e) Equality of advantages, continuation of teachers in more places.
- (f) A course of study pursued continuously to the end.
- (g) Better buildings and material.

Superintendent Frank D. Smith of Tennessee: "The township district is decidedly the plan for Tennessee. I favor the township plan because we have several object lessons in Tennessee that speak louder than words. The fewer men you have to manage the schools the better. We can secure good directors on the township plan with but little trouble--the other plan gives much trouble.

Superintendent Solomon Palmer of Alabama: "By our fundamental law every township is a school district, and a body corporate, and there has been no disposition to change it, and the system gives satisfaction."

Superintendent Stockwell of Rhode Island: "So far as the towns have changed (to the township plan), the people are thoroughly satisfied that they get better schools for less money. I do not believe that there is a single advantage to be secured by the so-called district system, as a system."

Superintendent Thayer of Wisconsin: "I am most cordially in favor of an *obligatory* township system of school government. I am of the opinion that:

- (a) It would greatly equalize the cost of public schools.
- (b) It would almost entirely remedy the evil of inconvenience to school-houses, by permitting every child to attend where most convenient.
- (c) It would do away very largely with the controversies over boundaries of school districts and the location of school-house sites.
- (d) It would secure better school-houses and better appointments.
- (e) It would secure better teachers by diminishing the opportunity for the prevalence of unworthy motives; would make it easier to secure uniformity and free supply of text-books; would promote the efficiency of the township system of libraries; would promote some measure of local supervision; would insure the adoption of a course of study in ungraded schools "
- (f) It would especially be useful in the way of such disposition of the available teaching force in the town that the greatest utility would result. The 'mis-fits' of teachers and districts are a large factor in the failure of schools."

Superintendent Justus Dart of Vermont: "There are now in Vermont thirty towns using this system, and it is working well. As for myself, I believe in the town system. The old district system has served its day and should be now made to give place to a better."

Superintendent Stewart of Pennsylvania: "The township system is entirely satisfactory."

Superintendent Luce of Maine: "The increase of fifteen in the number of towns that have discarded the district system—a very marked increase as compared with the number abolishing in any previous year—is therefore evidence of better schools in as many towns. It is also evidence of the growth of a public recognition of the need of reform in this direction, and is thus a promise of better things to come. The legislature of 1887 can do no more beneficent work for the state than to wipe from the statutes every provision therein, under and by which the school district system exists."

Superintendent Patterson of New Hampshire: "It will no longer be possible for a rich district, by squandering surplus funds on a few pupils, to deprive all the other scholars in town of a portion of their legitimate schooling. It will no longer be possible for the village child, unless under special act, to secure thirty or forty weeks of schooling, while the boy or girl on the farm gets but ten or fifteen because he happens to live in a poor district. It will no longer be possible to limit a heavy taxpayer in a poor district to half the school of a non-taxpayer in a rich one. The law makes the town, as at first, the political unit of the state, and is in the interest of equality and fair play."

Superintendent Akers, of Iowa: "The law is now so misleading and confusing as to make it impossible to be understood by those whose duty it is to administer it. In the hope of simplifying this law I urged upon the Twentieth General Assembly the necessity of consolidating rural independent districts into independent township districts."

Superintendent Holcomb, of Indiana: "At first every school district was independent with a school board of its own. This plan was found to be ineffective, wasteful and, extravagant. All the districts of the township were, therefore, united into a school corporation under a single responsible trustee. This was a great step in advance. Order began to prevail and some life appeared in the schools."

To this I may be permitted to add the reasoning of Hon. Addison B. Poland, the present state superintendent of New

Jersey, a state which has adopted the township system since Mr. Thompson retired from office.

He argues as follows :—

1. *Equal School Privileges for All.*—The last ten or fifteen years have shown a vast improvement in the schools of the villages and cities of our state ; but, unfortunately, our rural schools show no corresponding improvement. It is, in fact, open to serious question whether many of our country schools have not actually deteriorated meanwhile.

The improvement referred to consists not only in school building and furnishings, qualifications of teachers, subjects and methods of instruction, but especially in grading and supervision. With schools of twenty-five to fifty pupils, grading, not to say supervision, is obviously impracticable. The teacher of the rural school is required to instruct pupils of all ages, from the child beginning to read to the pupil old enough to graduate from the high school.

The great economic principle of division of labor, which has multiplied a hundredfold the productive capacity of many industries, finds no application in the rural district school. The township system, by consolidating several school districts, will enable in many if not most cases the maintenance of at least one graded school in every township, which will be open to every child alike. By the abolition of district lines all children can attend the nearest school in the township. The unnecessary multiplication of schools of a similar grade where no public use nor convenience is subserved will be avoided.

It is not the intent of the law to do away with a single school where one is needed. But in the erection of new school buildings the convenience and wishes of two or three districts may often be better satisfied by one central building equally convenient to all. The economy of such an arrangement, not to speak of the advantages of grading, &c., is a strong argument in favor of the township system.

2 *Equeal School Burdens for All.*—The villages and cities of the state are able to maintain good schools without resort to excessive or burdensome taxation. But not so most of the rural districts. The township act provides that all the schools of the township shall be the common property of, and shall be a common charge upon, all the inhabitants and property-owners of the township. Equal school privileges, equal school burdens. The poorer sections of the township will be helped out by the wealthier. The equity of the principle is well established in our school law. ten per cent. of the annual state-tax is held as a reserve fund, and apportioned at the discretion of the State Board of Education among the poorer counties. The township act carries out still further this just and equitable principle. It equalizes the state appropriation within the township. Only by this means will it be possible to secure to every child in the state the full measure of education which the interests of the state demand, and which its fundamental law guarantees.

3. *Better School Buildings.*—It is to be regretted that so many miserable and ill-adapted school buildings still stand to disgrace our fair state. But the low property valuation of many of the small rural districts has been an absolute bar to anything better. The old school-house has been patched up time and again, and will be made to do service for another generation despite the fact that it disregards utterly every principle of convenience, health and utility. Why? Because the district is too small and poor to erect a new one. Under the operation of the township act it may fairly be expected that within the next five or ten years all the school-houses in the state will be made suitable homes for our children.

4. *Better School Equipment.*—Maps, charts, books, &c., are as much a necessity in the modern school as the tools of the mechanic in plying his trade.

The absence of these helps in many rural schools is to be greatly regretted. "Equal school privileges for all" will necessitate their supply by the township authorities to all the schools of the township.

5. *Longer School Terms.*—The law of the state requires that all schools receiving public money shall be kept open nine months in the year.

The poverty of some districts has made this law practically inoperative, except by the employment of the cheapest and most incompetent teachers. By making each school a charge upon the whole township—all to share and share alike—this inequality of school year will at once be remedied, for all schools will be kept open the full legal time, and in some townships ten months instead of nine.

6. *Better Qualified Teachers.*—Under the present law (as amended by recent act of legislature), districts containing less than thirty children of school age are entitled to receive from the state the sum of \$270 only for the payment of teachers' wages and fuel. Deduct \$20, the amount allowed for incidentals, and there remains but \$250 to pay for teachers' wages and fuel. Divided by nine, this gives but \$27.77 per month—an amount wholly inadequate to secure the services of a competent teacher. Hence a novice is employed, and the money of the state is largely squandered. This is not economy. It is the most inexcusable wastefulness of money, time and privilege. By a slight increase in the township school tax—oftener, indeed, with no tax at all—the excess above \$250 necessary to secure a competent teacher will be provided under the operation of the new law.

7. *Better School Supervision.*—In the larger district, to wit, the township, it will be easier to find nine men good and true, men who have the interests of education at heart, than three men in the smaller districts under the old system.

Selfishness, favoritism, political and social considerations, will weigh much less than hitherto.

The office of school trustee will carry with it sufficient dignity and importance, as it well should, to secure the services of the best men in every community.

The fear entertained by some that injustice will be done to the sparsely-settled districts by the selection of the entire nine trustees from the villages or more populous parts of the township, is groundless.

Expediency, no less than justice, will dictate the proper distribution of these school offices.

8. *Increased Attendance and Interest.*—Better schools will create better attendance. This maxim is of universal application. The fact that the rural schools rarely supply instruction above the grade of the elementary, is the prime reason why pupils leave school early. It is not the indifference nor poverty of parents that causes the children to leave and go to work; it is the poverty of the school. Herein pupils, as well as parents, of show the greatest discernment and good judgment.

By law the school age extends from five years of age to twenty. A full compliance with its intent and provisions would require the maintenance in every district of a school suitable to pupils between the ages named.

But the utter impracticability of all or any considerable number of the rural districts supplying such instruction, is too obvious to need mention.

Under the township system there will likely be maintained one graded school of a high order to meet the requirements of the law, and that, too, with very slight additional expense. Hence, it may fairly be expected that the school registration, especially of children above the age of twelve or thirteen years, will be greatly augmented.

One of the greatest evils of the present school district

system is the irregularity of enrollment and attendance. Pupils come one day and are absent the next.

The villages and cities suffer only slightly as compared with the rural schools.

Of course the weather, and at some seasons of the year home duties, interrupt the attendance; but the principal cause is neither of the foregoing. It may be easily traced to the failure of the school to furnish suitably graded instruction to excite the interest, hold the attention, and satisfy the mental cravings of the pupils.

Hence, it follows that with graded schools and the employment of more skillful teachers, both of which the township system makes possible for the first time, the attendance and interest in our rural schools will be greatly increased.

9. *More Economical School Expenditures.*—Under the existing school district system there is great wastefulness in school expenditures, as may be seen by the following:

(1) By the annual expenditure of money to repair old buildings that should be condemned, torn down and replaced by others not needing repairs.

(2) By maintaining two or more schools where one would be more convenient and satisfactory to all parties concerned. Not infrequently school district lines follow roads; hence, pupils living upon opposite sides of the street go to different schools. One child attends a school near by, while his playmate goes a mile or two from home to attend the school of his own district. Such hardships will be obviated by the township system. Pupils will attend the nearest school. Useless schools will be abandoned; new buildings will be erected at more convenient points. All this means economy both of construction and maintenance.

(3) The enormous waste due to the employment of incompetent teachers can hardly be overestimated. This

waste must be considered not only in the light of a present loss; it is a mortgage, so to speak, upon the lives of our children—the rate of interest they will have to pay through life will be heavy.

(4) In the purchase of books and all other school supplies, especially under the Free Text-Book law, the township boards will effect a great saving.

This because supplies can be bought in larger amounts at lower figures. The cost of distributing supplies will be less. So, also, greater care will be taken to protect and preserve the township property under the more careful supervision that will be had.

10. *More Favorable Public Sentiment.*—Not the least of the beneficent effects to be expected as a result of the operation of the new system will be the aroused public sentiment on behalf of better schools. All good citizens alike feel the importance and value of good schools to the individual, the community and the state. There may be an honest difference of opinion as to the best methods of organization, management, instruction, &c., of our schools, but never as to their utility and fundamental aims. It is confidently expected that the general interest in matters of education that will be awakened among all classes of people in all sections of the state when and after the township act goes into effect, will be the immediate cause of advancing the educational interests of this state farther in two years than would the operation of the old law in a decade. The friends of education who have favored the change fully believe in the wisdom and efficiency of the township system. They ask for it only a fair and impartial trial, fully believing that their judgment will be vindicated, and that the successful results obtained in other states will be even surpassed in New Jersey.

CHAPTER III.

CERTIFICATION OF TEACHERS.

Third grade certificates are in excess of all others. The statistical figures following will show that more of this grade are held than of both the other grades together. The statistics however, indicate a gratifying increase of the number of higher grade certificates, and shows that the true professional spirit is increasing. Even the tribe increaseth that cries, "We are not satisfied with low attainments."

But the condition still exists, that there is a large excess of third grade teachers, even after admitting that there has been a steady decrease of the excess during the last four years.

There are several reasons for this condition. It is undoubtedly principally due to the fact that a large majority of the teachers, especially in the common school districts, enter upon the work of teaching as a temporary makeshift, and consequently lack that interest and enthusiasm that would obtain if they intended to follow teaching as a permanent occupation. The idea is prevalent in many places that teaching is the only business that requires no antecedent preparation or experience. Hence any ignoramus equally ignorant of pedagogy and law may be permitted to practice teaching ignorantly, in order that he may get the necessary means for the practice of law intelligently.

Another obstacle to a more general disposition to work for a higher grade certificate, is the uncertainty of the teacher's tenure of office. In too many districts the position of teacher is looked upon as a perquisite attaching to the office of director, and is disposed of by him as a reward for some personal, religious or political favor, the welfare of the children or the success or ability of the teacher being a secondary consideration. While it is true that one director has no more voice in the selection of a teacher than the other

members of the board, still in many cases one man assumes the sole control, and, in defiance of law and of the rights or wishes of his associates, selects whomsoever he pleases as teacher. Wherever this condition exists, it is soon discovered by the teacher, who gives more attention to securing the personal good will of the director than to personal study.

This is augmented in cities and towns by the political or religious pull which directors have upon teachers, or which the friends and relations of inferior teachers have upon the directory. Political and religious influences wherever they have been employed in the past for the sole object of placing friends or relations in place have been the enemies of growth and truth. They are a compound of terrorism and bribery, and blind the selective eye of the authorities to everything save the pacification of interested clamorers. It has resulted in substituting quantity teaching for quality, and stocking the schools with a large force of incompetents. Where place depends upon the political or religious power of friends there is but little need for that diligent preparation which develops the real teacher. The same observations are applicable to many of the examinations. Some teachers without influence are examined faithfully; others more fortunate in this regard are examined with one eye closed. The great educator, Francis W. Parker has wisely observed that the smallest coin ever made in the mint of any country is too great for the wage of an incompetent teacher.

So I would say the greatest rebuke ever thundered against neglect of official duty is too small for those who subordinate the greater interests of the child and of society to the pitiful considerations of favoritism in the selection of teachers. The perpetuity of democracy lies in the successful development of the public schools, and there can be no proper development of these until capable, loving teachers are afforded every child.

Another obstacle, and a very serious one, is the demand by directors for the cheap teacher. "He is good enough to teach my children" is a current expression used by directors and patrons in asking favors from an examiner or superintendent for one lacking qualifications for even a third grade certificate. Such teachers are dear at any price and their existence drives many prospectively good teachers into other fields of labor.

So long as inferior field hands are recognized as superior teachers, so long will the third grade class continue to dominate the other classes in number and influence.

In many states there is a legal restriction against the unlimited issuance of the lowest grade certificates. In New York the third grade certificate runs for six months, but unlike our plan, *can be issued to the same person only twice*. Superintendent Draper says: "If in the course of a year's experience the teacher cannot progress sufficiently to secure a second grade certificate, it is believed that he has misapprehended his calling and will be likely to succeed better at some other employment." Temporary permits are granted in that state without examination to meet emergencies. Will it not be well for us to amend our laws so that a third grade certificate shall not be granted to the same person more than twice? By such enactment it is believed that not only will the number holding them decrease, but also that a new stimulus will be created which will induce those now holding a low professional rating to make greater and wiser efforts to advance to a higher grade.

Other recommendations as to first and second grade certificates will be found in the chapter upon examinations.

CHAPTER IV.

SUMMER TERMS OF SCHOOL.

The statistical tables show a gratifying increase in the number of schools actually held last year. This is the best answer to the charge that the public schools, even in country districts are failures, or are losing any of their original worth. They are doing good even in the poorest districts, and the great body of parents are aware of this fact. Local jealousies and mis-management may wreck particular schools, but they do not affect the general system, nor do they hold sway very long locally. Common sense is a characteristic of our people and its power soon asserts itself in every community. There is a groping about for the best that is to be had, and a general disposition to do the best that is possible. One great evil that threatens the rural school is the prevalence of the idea that the sessions should be held during the summer. For centuries the summer school has had place in countries of a rigorous winter climate, and this in turn has begotten a tradition in favor of the summer school everywhere. Memory and association join hands in singing the praises of our boyhood's summer school and we continue it more as a thing of course than for any valid reason.

Why should we open a school during the hottest months of the year and place our children there when we have such delightful winters, such charming months in autumn and spring? Is it because we need our children as assistants in the winter? The facts are that the experience of every district with a winter school is that children may be best spared from any and all kinds of farm life in November, December, January, February and March. I enter summer schools in different parts of the state and find from ten to twenty children in a drowsy condition. I enter the winter schools in identical neighborhoods and find from twenty to forty wide awake, thorough-going children at work.

Our ordinary school house is not fitted for summer teaching. Our summers are too hot for the normal work of children, especially of the little ones who are the chief attendants upon the summer term. Motives of economy as well as a proper regard for child health and mental development should unite in banishing the summer school from Arkansas.

CHAPTER V.

THE RURAL SCHOOL PROBLEM.

I believe that more good comes from mind contact than from individual official suggestion.

With this belief I introduce the argument of the learned state superintendent of the state of Illinois, Hon. Henry Raub :

"When I promised to present at this meeting a "paper" on the "Rural School Problem" I felt conscious that I should not be able to solve this problem ; but in the conviction that everything that may help to bring this problem nearer its solution will be meritorious, I undertook to offer a contribution to that end. And the improvement of the rural school is a task in which every lover of his country and his race may profitably engage. Our city schools, in fact all our schools, do need the thought and work of the best talent, but our social and financial conditions rest more heavily upon the schools of the country, and naturally hinder their growth and prosperity. Where I quote statistics I can give them best for my own state, Illinois, but I believe that, except the former slave states and those recently admitted into the Union, Illinois is a fair average representative of the condition of the schools in the American commonwealth. The superior or inferior features of the school laws of the different states do not affect the conditions of the graded or ungraded schools in such a manner as to come under my

consideration here. And what I am able to say about the school laws of my own state, namely, that the people under these laws have the power to make their schools good, provided they will put enough money into them and give them sufficient care and attention, is equally true of the other states. The machinery of administration in some states may not be quite perfect and the application of a little oil in its different parts might prevent friction, yet one thing the school laws of all the states permit the people to do: to employ competent teachers; to give them permanent positions, and to pay them living salaries. The last two named things, especially, will secure the first, the desideratum in all schools, competent, well-prepared teachers, who love their calling and are proud of their work. For, with the most glorious enactments, the most spacious and well arranged school building, the most comfortable furniture, the best text-books and the most ingenious apparatus and contrivances, schools without good teachers are like a manufacturing establishment without the propelling power.

After these prefatory remarks you will at once see where I stand and what I consider the solution of the problem mentioned; yet there are other factors, which enter into the problem, and which have to be discussed. Though it seems scarcely necessary in this assembly of enlightened schoolmen to define what a rural school is, I make free to state, it is a school which is taught by one teacher and in which all ages from six years to majority are represented; a school which is mostly kept open from five to seven months in the year; a school situated all alone in the country and generally more than forty rods from any human habitation. It is distinguished from the graded school, which is situated in a village, town, or city, and is divided into grades according to the attainments of the children, and is supervised by a principal or superintendent, and of which each grade is taught by a different teacher. I very much regret that, for compar-

ison's sake, this distinction does not extend further back than 1880 in the school reports of Illinois, and the numbers for 1880 and 1890 only are here given. Of a total 704,041 pupils enrolled in 1880, 266,831 were enrolled in graded schools and 437,220 in ungraded schools; in per cent., about 38 of the whole number in graded and 62 in the ungraded schools. The graded schools were taught by 4,908 teachers, or 22 per cent. of all the teachers in the state; the ungraded by 17,340 teachers, or 78 per cent. of all the teachers in the state. Now mark how these figures are changed ten years later, in 1890: Of a total of 778,319 children, 400,159, or 51 per cent., are enrolled in the graded; 378,160, or 49 per cent., are enrolled in the ungraded schools; of a total of 23,164 teachers, 8,462, or 36 1-2 per cent., were employed in the graded, and 14,702, or 63 1-2 per cent., in the ungraded schools. The average number of children taught by one teacher was 47 in the graded and 26 in the ungraded schools; the average length of term in the graded schools was 8.6, in the ungraded 7.2 months; the cost of tuition per capita on the enrollment was \$15.43 in the former and \$13.25 in the latter per year, or to reduce it to an equality, \$1.80 and \$1.84, respectively, per month.

What do these figures teach? In the first place it is most conclusively shown that the number of children instructed in rural schools is constantly diminishing; that the cost of tuition in rural schools is higher by a fraction than that in graded schools, owing to the smaller number of pupils entrusted to the teacher in the former compared with that of the latter, and that the salaries paid in rural schools are much smaller than those paid in the graded schools. Were the salaries paid in the country in a measure equal to those paid in towns and cities, the cost of tuition would be about 100 per cent. higher. And what a loss of human energy, when 51 per cent. of the children are taught by 36 1-2 per cent. of the teachers, in the graded schools, and 49 per cent. of the

children are taught by 63 1-2 per cent. of the teachers, in the ungraded schools.

I suppose the drift of population into cities, instead of diminishing, will increase in the future, and the number of children instructed in rural schools will proportionately diminish, too. The labor-saving machines in agriculture have lessened the number of laborers on farms, and the constant growth of our large cities has correspondingly drawn more men to those centers of population.

But let us look first at the rural school, its grounds, building, surroundings, outhouses, drainage, water supply, furniture, apparatus and *teachers*. The picture that I have drawn has a few bright spots. There are rural districts where the culture and sentiment of the people demand good houses, beautiful surroundings, needful apparatus and contrivances and comfortable furniture, and where the directors have the good sense to seek competent teachers, and, when they have found such, to keep them by paying living salaries and sustaining them in their laudable efforts to instruct and educate the children of the district. Such bright spots, however, are the minority; the daubs and blotches, gray in gray, are far more numerous. In many instances the school grounds are bare, the fences torn down and neglected, no shade trees nor flowering shrubs, coal bin open to the depredations of the tramps, outhouses unclean and offensive, no walks nor well, a rectangular, tasteless house, looking more like a barn than a building for human beings to live in. The gable-ends without any windows, the door in one of them, and three windows in each of the long side-walls. The provisions for healthy light, one of the first requisites of a school-house, are totally ignored. The door opens directly into the school-room, where, besides the furniture, clothing and dinner pails, and in winter time, sleds and skates and all sorts of things, have to be kept during school hours. (It seems impossible to keep the air in such a room

in a condition fit to breathe.) The stove, oftentimes rickety so that it is constantly endangering the lives of the children, overheated in winter-time, causing those that sit near it to roast, while those in the remote corners are shivering with cold; the walls dingy and without plaster in some places, the ceiling black with smoke, the floor unswept, the windows covered with film; such is often the place into which the rural population sends its children. Without sound blackboards, without maps and charts, without globe, reference books or supplies, the teacher is compelled to "make bricks without straws."

Now, all this would not be so bad if care were taken to procure good teachers, those agents who can awaken the minds of the children and lead them to culture and humanity. But what is the practice? The school year is divided into a fall, a winter and a spring term. During the winter term, when the work on the farm does not require their presence at home and the larger boys can attend school, a strong, experienced teacher, sometimes a man, is hired; in fall and spring, when only younger children attend, a young, cheap teacher of little experience, generally a woman, is considered good enough for that primary work. What, under such circumstances, the result must be, needs no comment. If anything is done at all, the teacher can convey some little literary, text-book knowledge; government and moral training receive very scanty attention. Yet, even where the school year is not divided into terms and the teacher is employed for the entire year, from five to eight months, cheapness is the condition on which he or she is hired. That "poor teaching, poor pay" go hand in hand, needs no proof. And where does our supply of teachers come from? When a boy or girl, mostly the latter, has "fagged through" the country school as it is, and has imbibed sufficient text-book knowledge to pass the county superintendent's exam-

ination and is of the minimum age at which she is by law permitted to engage in teaching, she goes out in search of a school, and hires to the district at the closest salary they can agree upon. In the name of humanity, I ask, what preparation, what training, have these young people for the responsible office which they are to fill? Do not tell me that *docendo discimus*, that by teaching we learn, and that the desire to teach is inherent in man. Like the desire to teach, the desire to heal is inherent in man; yet do you, for this desire, employ every man as your physician? Do you not expect of the one who is to take charge of your body that he undergo a rigid training in a medical college, hearing lectures and dissecting bodies, studying in hospitals and at the bedside, before you allow him to apply the scalpel or to administer physic? Yet, in teaching, no such preparation is deemed essential; the desire to teach stands for the preparation and ability to teach. It is true many have become teachers in the course of years after many sad failures, but the truth is also that only few, as teachers, survive this time of trial and experiment. The average life of the teacher in Illinois in 1884 was as follows: In graded schools, men 81.5 months, women 59.5 months; in ungraded schools, men 34.5 months, and women 21.5 months. Or in other words, men in ungraded schools taught almost five years and women about three years. No one will contend that five or three years, respectively, are sufficient time for acquiring experience in teaching, even for teachers who have before had professional training in normal schools.

Since the average experience of the teaching force of one entire state is of so short duration, the graded schools have another advantage over the rural schools, that of supervision. Where in towns and villages more than one teacher is employed, generally the more experienced one is made principal, and to that one the subordinate teachers look for guidance, aid and support, for counsel and admonition in

questions of government and instruction. In cities some person or persons are appointed simply for this work. But in the rural schools the young teacher has for days, nay, weeks and months, no one to look after him or her, if a disgruntled parent does not come around to "look after things." The county superintendent would gladly do more in this direction, but the great number of schools and their distance from one another, forbid that officer from doing more. By supervision our city school systems are kept in motion, and somewhat creditable results are obtained in them. Then the city teachers enjoy the advantages of living in constant touch with their colleagues; scarcely a day passes on which questions of common interest are not brought under discussion among them.

I do not wish to multiply the many hindrances to good education in rural districts, but will turn my attention to the means by which the teaching in country schools may be improved. The farmers themselves are beginning to feel that they do not hold the position in the commonwealth which by reason of their numbers, their importance as the principal producers, they ought to occupy. They have organized themselves into all sorts of societies, open and secret; granges, alliances, and clubs are found in many townships. Among a great many impossible things they demand also a great many just things, and in these they deserve the recognition and support of every citizen and, especially, the teachers of the country. When the farmers demand special legislation in their behalf; when they propose to form into a political party by virtue of their occupation; when they expect the government to purchase their surplus produce and store it; when they demand the unlimited issuing of paper money without any funds to redeem it; then citizens, and especially teachers, will respectfully differ with them; but when they strive to improve their social, intellectual, and financial condition, every one may well contribute his

share towards the consummation. But as long as the farmers expect salvation from without, they will look for any improvement of their condition in vain, even in the shape of legislation. They can elect public-spirited, liberal men, school directors, vote sufficient funds to maintain good schools, and cause their children to attend these regularly and for the necessary length of time. In the same manner they may improve their condition socially and intellectually. What hinders them from uniting in townships or smaller territories for the purpose of organizing reading circles, debating clubs, dramatic and musical entertainments, and similar pastime? With a little energy and a small outlay of money, not only an improvement of the social and intellectual needs of the farmer will be accomplished but also another complaint would be silenced, namely the drift of the young people into the cities. For, why do the young people wish to leave the country and go into the city, if it is not from the desire to take part in those social and intellectual advantages that city life offers? Perhaps, the expectation of better financial results in the city may lead to this drift. But it is a well-known fact that the fittest only survive and the great majority go under in the race; shattered in fortune many, too many, return to the country to find themselves unable to follow the work there. Used to city ways, they find it impossible to work with energy on the farm. Would it not be better and cheaper for the parents to prepare for their sons and daughters the much coveted prize at home and allow them under their parental surveillance all those liberties and amusements, those opportunities for mental improvement and recreation, in the country? I believe teachers of ambition, too, could be induced to remain in rural districts where they may have a more blissful field of labor than ever they can find in graded schools.

It seems to me that school officers should labor both in meetings and through the press in this direction to convince

the farmers of the necessity of their helping themselves in this matter. If they go on in their present course, the evil will grow greater from year to year; whilst by a judicious self-help the regeneration of the rural schools is not impossible. Even if there should be the present employment of home talent only, that talent will be so much more serviceable and better cultured as the farmers avail themselves of this self-help. In another direction the farmers have to exert themselves. We have seen from the figures quoted that 49 per cent. of the children in rural schools are taught by 63 per cent. of the teachers, or while one teacher in the city was able to instruct 47 pupils, in the country he was able to instruct only 26 pupils, on an average. I know by inquiry from county superintendents made in 1886, that there are numerous districts in which one teacher has an enrollment of less than ten children. What a waste of energy! For the most trivial causes districts are cut in two so that neither has enough assessed valuation of property to maintain a good school. The tendency has been to increase the number of districts, while, for the sake of strong, good schools, the opposite ought to be the rule. This is another text upon which school officers and the press might preach.

Since our people are apt to believe in self-given laws, and foreigners praise them for obedience to these laws, you will expect me also to propose some amendments to the existing acts. The first one I have to make is, what I have always proposed as a condition *sine qua non* for effective work in all common schools, the training of teachers for their calling in state normal schools. The recruiting of the teaching force for the common school from the common school, without professional preparation, is so detrimental to the interests of education, and the lack of provision for the professional training of teachers is so manifest, that it seems to me like "carrying coals to Newcastle" were I to dwell upon this extensively in this assembly. I hold these truths

to be self-evident: The state having assumed the control of elementary education for its own sake, it follows that this elementary education should be made as thorough and effective as human skill can make it. Education is both a science and an art. Scholarship alone does not constitute ability to impart knowledge, nor the ability to govern a school well, nor to educate. The ideal of the teacher, namely, to develop the human being in all its powers and to all its possibilities, is not the product of common school life, not even of the high school or college; it must be acquired by careful training and constant exhibition of example to this end. And, when the ideal has been secured, the means leading to this end do not come as a matter *per se*. These means have to be taught, theoretically and practically, so that the teacher may perform his work cheerfully, harmoniously, and successfully, with the least expense of energy and the highest advantage to the taught. What is more conducive to all this, it is not acquired by chance; it cannot be acquired in colleges and universities which make scholarship and general culture their aim; but there have to be established by the state professional schools for this purpose, the same as law schools for the jurist, medical schools for the physician, theological schools for the clergyman, and all the polytechnic schools for the engineer and architect.

And is not the field covered by education sufficiently large to demand special schools for the training of those who are engaged in it? The demands made upon the teacher are so enormous, and ought to be great, and the agencies to satisfy these demands are so scanty. Especially in the country is there such a wide field of usefulness for the progressive, enthusiastic teacher. The establishment of libraries, instruction in horticulture, in bee-keeping, etc., the leadership in all intellectual and social entertainments, would be a task that every teacher might be proud to engage in. But

in order to do this, the teacher must have superior culture, should be well versed in literature so as to assist in all these laudable enterprises. Would not men who possess these qualifications enjoy much greater confidence and respect than is now the case, when the pedagogue is looked down upon by every one who is competent to earn a few pennies more? Is it not about time that Ichabod Crane existed in literature only? But who is sufficient for that circle of usefulness that I should like to see the teacher hold in the rural districts? Certainly not those who graduate from the rural schools such as they now are. The state normal schools should make it their business to prepare their students to fulfill this mission for teachers when they are to take places in country schools. And I have no doubt that, when such usefulness and attendant respect is accorded the teacher in rural districts, he will prefer to remain in the country, thinking like Julius Cæsar: "I would rather be first in this village than second in Rome."

While I like to see women teach in certain departments of graded schools, I think it unwise both for directors to employ and for women to accept places in ungraded schools. While I believe that women when they possess the scholarship and the necessary training can instruct as well as men, I doubt whether they can properly govern a school or exert the proper educational influence over large boys and girls. We cannot close our eyes to this condition of things. There are certain things which women, because of their sex, cannot do and should not be made to do. I, for one, have always considered it cruel to place an innocent girl all by herself in a country school, there to watch over the large boys.

This reflection brings me to another one and the last suggestion I have to make. Our country schools need closer supervision. There is more and better work done in city schools because of the supervision. Now, I am not of the

opinion that in the country schools supervision is necessary for the enforcement of courses of study, for uniformity of attainments and all those measures which govern the city schools, but for the encouragement and assistance of the teachers and ascertaining whether each one makes the best of his opportunities for the good of the people of the district. There is now supervision, and it is made incumbent upon him by law in Illinois, by the county superintendent ; but when you consider a territory of 550 square miles with 200 teachers scattered over it, you will see that close, nay adequate supervision is impossible. If a law could be passed to enable the districts of a township to unite in appointing a competent teacher, superintendent to watch over the schools of the township, visiting them often and doing all that a principal in a town or village school does, much in the way of better instruction and discipline might be accomplished.

I feel that I have not been able to advance any new thoughts upon the subject of the rural schools. But, on the other hand, I am conscious that startling disclosures could not be expected on this subject. It remains partly in the hands of the farmers themselves and partly in the hands of our law-givers, to make the best of the opportunities offered them. As the people are the source of all power in our commonwealth, it is also the people who must aid themselves, if they really desire the help which is to liberate them from the vice of indolence and give to them intelligence and culture. I do not preach extravagance, but true economy. Too often the people do not derive the advantages which should accrue from their investments. It will not be necessary to invest 25 per. cent more under the favorable conditions named, to improve the schools 100 per cent. But one thing is needed in addition to the enhanced investments, namely : as much care and attention to the education of the young as the prudent farmer gives to

his crops and to his stock. The noblest product of creation is, after all, noble men and women.

Also that of Hon. O. E. Wells, state superintendent of Wisconsin: The solution of any problem requires us first to find out the conditions, and then to apply rational principles. If there is a rural school problem, it offers no exception to the rule. We are not at liberty, in the office or in a convention, to describe ideal conditions to be secured by theoretical applications. A good system of schools must be a growth under normal conditions and in natural ways. If the people have low ideals, they must be taught higher ones, but it takes time to grasp and to appreciate new and noble ideals. We must study the schools as they are now. We need to know what changes they have undergone or are undergoing. If they are at a standstill, we should know whether they have crystallized at perfection or in deformity.

Complaints and denunciations will work no cure. If the rural schools are ill-housed, it is of no use to rail at the people for giving better quarters to their live stock than to their children. It is not so unnatural that they should do so as it seems at first statement. The farmers' gains are largely due to it. Well-sheltered stock can be more cheaply and better prepared for the market. It is not so easy to see what poor school-houses and untidy surroundings have to do with the child's education, health and morals. The untimely death of the boy may be due to a crack in the wall or a cold floor or to foul air, but the parents are quite as likely to charge it to a mysterious Providence. Bad manners and morals may be due to vile pictures and filthy apartments on the school premises, but it is more than probable that they will be considered as the outcropping of inbred tendencies.

Better school facilities will come with increasing wealth. Comfortable homes will be followed by comfortable school-houses. It may be more fitting that these latter should

have precedence of barns and sties, but the rule has usually worked the other way. It may be that an educated boy is a more productive animal than a fatted calf, but the fact has not been so readily perceived. There may be even a higher ideal in education than the production of wealth, but the necessity of gaining a livelihood gives money-getting a natural precedence. The stern facts of daily life take little heed of fine theories. This is why there is so much misdirected effort upon the part of the well-to-do. If anything could be done to improve the condition of the masses in material things, the educational and æsthetic would not be long wanting. Mr. Carnegie has said, in substance, that it is better for the people that the government should so shape its policy as to concentrate their earnings in the hands of a few, because the money would thus be more wisely spent. It may be true that great universities and public libraries would be built in centers of wealth and population, but it is not so clear that the children of the peasant and the laborer would be better provided for.

It cannot be too often nor too strongly urged that any scheme for helping the rural population must recognize their pecuniary ability, their way of thinking, and their real needs. Their conception of an education as the ability to read, write or cipher is not illogical or short-sighted. It more nearly meets their present needs than any other ever proposed. Their ideal does not need change, but expansion. They need not only to know how to read, but what to read and to love to read. The world has not gone entirely wrong during all the centuries. The instincts of the people are right. They want, first, the keys of knowledge, and, second, enlarged and enlightened views.

We do not, therefore, need a new system or new machinery. We ought rather to try to perfect what we have. The first requisite is closer and more intelligent supervision. No one will question this who has seen the revolution made by a

capable superintendent, even in one brief term. It is often said, "As is the teacher, so is the school." With equal propriety may it be said, "As is the superintendent, so are the teachers, and, consequently, the schools." The efficient superintendent does his most effective work not by means of legal enactments, but by tactful leadership. His gentlemanly bearing, his scholarly habits, his prudent counsel, his industry and enthusiasm create conditions and direct effort in ways that laws can never reach. In order that this influence may be at its maximum, the superintendent districts should be limited in extent. Seventy-five schools will afford ample scope for the best available talent. If the usual terms could be lengthened and the salary increased to an equality with that paid to the principles of the city schools, the position would attract and hold capable men.

The wise superintendent will strive to introduce proper courses of study and see that they are intelligently followed. He will explain and exemplify the courses, and enforce suitable methods of instruction in examinations, in associations, in institutes, in summer schools, in training classes and in personal visitations to schools. He will co-operate with high schools, academies and normal schools, in the preparation of teachers and in securing employment for them. By personal contact and correspondence with the people, by public addresses, by circulars, and with the help of the local papers, he will create and direct public opinion. These are agencies through which he may labor according to his ability.

I know very well that there is nothing new in these suggestions; they are almost as old as the system of public education, and as commonplace as the air or sunlight. This is a commonplace world with commonplace people upon it, whose commonplace wants are met by commonplace substances in nature. The crying need is for common-sense superintendents, with such a love for our common humanity that they can mingle with it, inspire it, instruct it. A sys-

tem formulated at the capital and imposed upon the people through the aid of subservient supervisors can never affect them as a wise development of their own plans will. One must know the people and sympathize with them if he is to understand their plans and improve them. He must therefore meet them face to face, or address them through their channels of communication. He must also co-operate with the individual and combined efforts of the teachers. Thus the logical development of the agencies enumerated is indicated. The attempt to solve this problem is in the right line. Improvement must come, if it come at all, by perfecting the instruments and agencies. The schools are not so desperately bad as superintendents commonly think them to be. From the nature of their position they hear the worst side. Everyone with a grievance makes his complaint to the superintendent, and the welkin seems to ring with the cry of strife. Contented people seem to have no voice. A little computation will show that scarcely more than one district in a hundred is really in serious difficulty. The schools are already in process of peaceful growth. The problem is simply that of stimulating a more rapid and healthy growth.

A powerful factor in this development, though not as yet in general use, is the district library. Not a collection of profound and ponderous tomes, but the presence in every school of a few simple, vivifying books. Fables and folk stories, classic tales, stories of travel and adventure, works upon natural history, simple biographies of noble men and women, all these brighten and sweeten life. They should be read aloud in the homes, and not confined to the schools. Books of the higher class will come in their own good time, some of them, perhaps, as supplementary reading, and thus will the pupils grow up in reading and loving good books, and their awakened intelligence will permit no lack of facilities for good schools.

It will doubtless be conceded without argument, that there

are defects in our system of rural schools, and that they are generally so well known that I need not now mention them. All plans for their removal may fairly be classed under two heads, namely, the strong government, or "boss" theory, and the self-governing system. The former is more prompt and certain in its operation, up to the point where the will of the people begins to control. It can only be made perfectly effective by taking all administrative power out of the hands of the people. This will require the chief supervisor or state superintendent to be appointed, rather than elected. The local commissioners or county superintendents must also be similarly selected. With a system which would always secure good and wise men and with only wise laws to administer, there might be a speedy uplift which should have some degree of performance. In a centralized government the chief danger lies in the possibility of a failure at some time to furnish good men and wise laws. Moreover, the necessity for it increases with its growth. The more people are stayed up by outside force, the more will they need to be, and the system is likely to fall the moment the props are taken from under it.

I am aware that an appointive system has among its representatives such men as Henry Barnard and Horace Mann; yet this is hardly sufficient to justify the growing favor with which this plan is advocated in certain quarter. An aristocracy, which is literally a government by the best, is attractive in statement and seemingly perfect in theory, but there is nothing in human history to justify it in practice: It has always and everywhere failed to do for the people as well as well as they could have done for themselves. The method of self-government may be slower in development, but is in harmony with our political ideas, and the system will be self-sustaining when developed. Mistakes will be made under it, but they carry their own lessons. Those who suffer have the remedy in their own hands. The people now have the

control of these schools, and they will continue to exercise it. We can only help to a wiser application of it."

CHAPTER VI.

WHAT CAN BE DONE TO BRING PUPILS FURTHER ON IN THEIR STUDIES BEFORE THEY LEAVE SCHOOL TO GO TO WORK?

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The topic assumes the existence of a class of pupils whose school life is made undesirably short, with school acquirements correspondingly meager, by some real or supposed necessity for exchanging the work of the school for those forms of activity in which the pupil becomes a wage-earner. The assumption is all too well founded. I have not thought it necessary or desirable to inflict statistical tables bearing upon this matter upon a body of men who, of necessity, spend so large a part of their lives at such tables, and whose requests for material therefor, addressed to the busy workers in the school-rooms, sometimes sound the knell of cherished plans for rest or recreation.

Boston is not below the average of her sister cities in holding her pupils through the grammar course. By the report of Supt. Seaver on this matter it appears that less than three-eighths of those who enter our grammar schools finish the course and graduate, the other five-eighths falling out before reaching the end.

Assuming that these proportions are fairly representative, and assuming that a child should at least finish the grammar course before leaving school for work, we realize something of the great importance of the subject before us. It is not a matter affecting a few pupils only, but is of great import-

ance to large numbers of those who for a longer or shorter time may be connected with our schools. A discussion of this topic is especially timely, in view of the attention which is being turned toward the work of the elementary schools by the criticisms and propositions of the New England association of colleges, which you heard so ably and skillfully presented last evening. Some of these propositions are wise and have been for some time in practice in our best schools. All are put forth in good faith and with an evident desire to benefit the schools.

It is unfortunate that their authors lack experimental knowledge of what is now being done in our elementary schools, and of the average ability of the pupils instructed in them.

Beautiful theories, which seem unassailable, sometimes need considerable adjustment to facts and possibilities when the light of a personal experience is thrown upon them.

These changes are proposed from the standpoint of the college; I do not say in the avowed interest of the college, for that would not be true. Still, there seems to be an easily traced and perfectly natural and proper anxiety, on the part of these distinguished educators, that our school courses should face the bright boys and girls toward the doors of the college. Almost of necessity, we look at the world from our own standpoint, and in weighing opinions this fact should be kept in mind.

The naturalist sees in a tree an opportunity to explore the mysteries of secretion and growth, the poet and the painter see a thing of beauty and a perpetual joy, and a woodman sees so many cords of wood. In judging what you are to do with the tree, and in taking advice, you need to know whether it is the poet or the woodman who gives it.

We all agree with the college presidents that as many of the bright boys and girls should take the college course as can spare the time, but only a very small minority do or can

take it—one in fifty it is said. They agree with us that the supposed or real interest of the one must not be permitted to eclipse that of the many, especially as the one is usually, by endowment and surroundings, the one best able to care for himself.

It is particularly gratifying that this large and influential body of educators turn their thought, for a time, away from the fortunate and gifted to the less fortunate, less interesting, struggling majority; to those who, by force of circumstances or their own inertia, are deprived, or deprive themselves, of the benefits of a full course in our grammar schools.

In order to discuss intelligently the topic before us, we need to recall to mind some of the causes which take such pupils out of the schools, and also some of the reasons why the grammar course, or its equivalent, should be completed before school-days close. Among the causes which operate to shorten school-life the cupidity of the parents of some children has a prominent place. Owing, partly, to the suicidal laxity of our immigration laws, there is a large and increasing number of parents among us, not all of them of foreign birth, but sordid and alien in spirit, who are perfectly willing their children should grow up in ignorance, and even in vice, if only they may lazily stretch themselves in the sun while they continue their worthless and corrupting lives by means of the money earned, begged, or stolen by the poor unfortunates who are forced to call them parents. Such children in our large cities are often so employed as to evade the laws restricting the employment of child-labor, the cupidity of the parent being aided and abetted by the equally culpable cupidity of the employer, whom the sharp competition of business have made blind and deaf to all considerations except the ratio of profit to cost.

Very far removed, in the intellectual and moral scale, from such parents as we have described, is another class

whose children do not as a rule complete the grammar course. They are the parents who have fallen behind in the race of life, a race so sharply contested that Carlyle says: "Woe to him who stops to tie his shoe-string." Having thus fallen behind, the tide of remunerative business goes by their doors, before which the wolf of an unrelenting poverty stands, till in desperation the child's schooling is sacrificed to help keep the family together and off the public charge.

There is still another class of parents who neither from cupidity nor poverty are dependent, but whose children early terminate their connection with the schools. They are the easy-going parents, who, having had few school advantages themselves, and having been able to make their own way fairly well without them, fail to appreciate the advantages to their children of at least as much as the grammar school can offer. Such parents, shut up in their little world like passengers in a railroad sleeper, fail to realize that the train of modern life is passing on with lightning speed into new and more intricate conditions, and that what answered for them in their day a very good purpose will leave their children as far behind in the ever sharpening competition of society, as that city would be which should depend upon stage-coach connections with the outside world.

The children of such parents often hear so much about self-made men, who, while never having attended school more than a few weeks or months, have yet risen to the highest places, that the impression is sometimes left upon their minds that school preparation is no advantage, if it be not a real disadvantage, to the smart, enterprising fellow who "has it in him."

Such parents, or any others, would do well to teach their children that real force of character will enable them often

to rise superior to circumstances, but a great harm is done when such lessons are so taught as to lead the child to despise those early school advantages which give such a tremendous start in the race of life. Often it is against the wishes and best judgment of the parent that school connection is broken. The lazy fellow drags himself out of school because it is too much of an effort to keep in sight of his mates who are willing to work. Then there are those at the other extreme, who scent the battle from afar, and long to be in it; who, intensely active, find the restraints of school and school work irksome; who look forward with an intense longing to the time when they shall be in business and go down-town with the men to do something manly. Then begin the pleadings to be allowed to leave school and go to work, until the too yielding parent succumbs, school connection ceases, and work begins. A short experience often dispels the illusion and turns the poetry of anticipation into the hard and grinding prose of realization. Then comes bitter regrets, but school ties are broken, time has been lost, pride prevents a return to take one's place among younger associates in school work; and so the poorly equipped fellow, now conscious of his mistake, goes handicapped into the hard struggle, almost sure to fail of the highest success.

The long time required to work up in almost any good business, if destitute of influential help, very naturally leads many a boy, who would otherwise be glad to continue in school, to question whether he can afford the time.

But, while parents and pupils are justly to be held to responsibility in this matter, the teacher and the school authorities are not always without blame. Children, hungry for intellectual food, have held out their hands for bread, and we have sometimes given them stones; they have asked for fish, and we have tried to persuade them that serpents were better. Happily the stones and serpents are being re-

moved from our bills of fare, and this reason for cutting short the school course no longer exists to the former extent.

The causes, then, which we find for the failure to hold some pupils in school as long as would be desirable exist in the cupidity, poverty, or easy indulgence of parents, the laziness, or impatience of pupils, and the failure of the school sometimes, to meet the needs of those who have no extra time to spare upon school work.

Let us now consider some of the reasons why it is important that our pupils should be further along in their studies before they leave school to go to work; why, if possible, they should complete the grammar course.

A reason, not of the greatest importance, is the moral power acquired to carry to success what one begins. One of the most distinguished educators in Boston was asked if he did not intend to withdraw his sons from the grammar school and place them in the Latin school, where they could earlier begin their special preparation for college. His reply was: "No! whatever course of study they begin I intend he shall complete, and not acquire the habit of leaving one thing undone to begin another." Perhaps he was an extremist; but the habit he sought to form will be of very great value to his boys in the restless age in which they are to live. If it be unwise to leave a course of study unfinished in order to begin another, it certainly cannot be wise, except from absolute necessity, to leave it unfinished with no purpose of beginning another. It should be noted that a pupil, dropping out of a course of study before completing it, loses the most valuable part. If the course is one of six years, the loss of the last two years is the loss of more than a third, perhaps more than a half. It is in the beginning that the cost is most disproportionate to the result, whether it be in moving a railroad train, acquiring wealth or mastering a course of study.

A very important reason for bringing pupils further along in their studies before they go to work appears in the growing necessity for higher and higher degrees of intelligence to do successfully the ordinary work of life.

If it was ever necessary that there should be an ignorant, menial class to do contentedly the coarser and more disagreeable services necessary in a complex civilization, there is no such present necessity. The place of the unskilled laborer is being filled by machinery to a greater extent each year. Intelligence is needed to guide and manipulate these machines, themselves almost endowed with intelligence. Skilled labor is in demand, and will be more and more so as our country grows older, and the rougher work which newness involves disappears. There is danger in adding to the army of unskilled and unintelligent labor, either by native or foreign recruits. The danger approaching imminence is that those capable of performing only the rudest kinds of labor, and finding the demand for such labor disappearing, will not only be driven into crime and pauperism themselves, but, as tools in the hands of unscrupulous leaders, become a menace and peril to the body politic.

And this leads us, naturally, to notice the increasing necessity for intelligence, in order to perform aright the duties of citizenship. The tariff: shall be protective or for revenue only? The coinage of silver: what will be the effect of its being unrestricted? The relation of capital and labor: how can each be made the most helpful to the other? —These and questions like these, now demanding serious thought and careful adjustment, are as far beyond the reach of one who has never been taught how to look for cause and effect, or to reason with any degree of correctness, as are the mountain tops to the child who lifts up his hands to them. The only part he can take is to follow his leader, and the leader he chooses is very apt to be a demagogue. The duties to the discharge of which the state has a right to call the citizen, from casting a ballot under the Austral-

ian system, and serving on a jury, to holding offices of trust and responsibility, cannot rightly be fulfilled by him who has had but little or no mental training. As the principles of a true civil service reform are carried out, he who lacks mental training will be more and shut out from the public service, and rightly, too, though by natural endowment he might have been made ready to serve the state well in some line of effort for which he may have special aptitude.

There is one other reason, among many still unnamed, for advancing the pupil further in his studies before going to work, which is too important to be passed by unnoticed. It is the acquiring of power and inclination to use wisely the increasing hours of leisure resulting from the shortening work day. For the man who reads and thinks, who can keep company with the good and great of all ages, it is a priceless blessing to have some hours after the day's labor in which, with his family about him, he can commune with the past, study the problems of the present, explore the works of God, and grow in his likeness. But it is a question whether it is a real advantage to that man who has no resources in himself or in his family, to have his work day shortened. Thoughtful observers are coming to look upon the lengthening time after work hours as a positive source of danger to the ignorant and thoughtless. They, finding the time drag, are easily tempted to turn to the saloon as a convenient meeting-place with kindred spirits, and to vicious sources for the excitement craved. We find, then, that we should carry our pupils further on in their studies—because of the moral power which comes from carrying to success that which is begun; because, for the times in which they are to live, a considerable degree of intelligence will be necessary for even the most ordinary work of life; because, otherwise, the duties of citizenship cannot rightly be performed; and because in no other way can they be prepared to make the best use of leisure time.

In considering what can be done to retain all the pupils of our elementary school till each shall have gotten as much out of the school as for him may be possible, it is evident help must come from without and from within. The state and the home must become allies of the school to accomplish the best results. One very helpful agency in accomplishing the work we are considering is the *kindergarten*, the duty of the state toward which you consider at this gathering. By means of this agency the school work and discipline may be extended downward into the unproductive years of the child's life. The kindergarten is proving itself capable of shortening ordinary school life a year; that is, before the age of five, that may be accomplished which will bring the child of eight as far along in his school work as an ordinary child of nine would be without these advantages. And this can be done not only at no risk to the child's physical well-being, but to his great advantage in that respect. Its work and play are so wisely planned, and so in accord with nature's ways, that the child is much better developed, physically, than he possibly could be if left to his own devices. He is happier to be occupied a part of the day with his teacher-playfellow, than when the whole day passes without regular occupation. It becomes a great joy to him to be able to see and do for himself, and he forms habits of observation, patient endeavor, and of being in right relation to those about him, which not only easily save him a year in the primary schools, but which also come to his aid all the way through his school life. Educators, interested in any department of school or college work, should rejoice that his helpful agency is so rapidly growing in usefulness and power just now when it is so much needed, not only in meeting the difficulty now under consideration, but also when its natural methods and true aims are so much needed in leavening the spirit of the work to be done all along the educational line. This association, and all educational organ-

izations, should unite forces in helping to make the kindergarten an integral part of our school systems. It would be an agency for the accomplishment of great good in any community, at any time; but with us, with our hurry and high pressure felt all through our school life and work, it becomes of especial importance to save that year of unproductive child life, especially as his physical and moral natures are both greatly benefited thereby.

As it is comparatively easy to hold pupils in school up to eleven or twelve, the lower part of the course of study, which very nearly all our pupils take with more or less thoroughness, should be made as rich as possible with those studies which will so interest as to help hold for future work. This is being done to a much greater extent than is realized in the higher educational circles. Nature studies can be made still more useful. Nothing elaborate should be attempted. The "R" studies should not be crowded out. But if the boy who does not memorize readily, or reason accurately, finds that what he knows about birds and stones, and what he has noticed about physical and chemical changes, are considered useful knowledge and give him a standing in the class, it will not be as easy as it otherwise would be to get that pupil out of school.

Something more than we have had of *manual training* is to play an important part in holding these short-time pupils in school. Attention has already been called to the fact that many children are withdrawn from school at an early age, because of the long time it takes to work up to a good position in almost any occupation; but if he is to work with his hands, here is a line of school work which must tend to shorten that long period. He sees that it must give him the lead in the race, and so he and his parents often come to regard it a great privilege for him to be able to remain where such preparation is possible. He may, and probably does, exaggerate the relative value of this part of the course

of study ; but nevertheless, it holds him in the school, and so gives him time to get interested, also, in other lines of school work, as he finds that the more he knows along any line the more is he helped along every other. This is not mere theory. Manual training, where intelligently introduced, has already been found to have a decided influence in retaining these pupils who are so inclined to cut school life undesirably short. It doesn't make angels of them, nor does it always lead to brilliant scholarship; but it does help, in very many cases, in giving them an intelligent and hearty interest in school work.

Something more of flexibility in our courses of study is desirable. There are classes in some of our city schools in which, on entering, not a pupil can talk or understand English. We are sometimes asked, in a triumphant sort of way, "Can't American schools do for their pupils what German or French schools do for theirs?" Now the German teacher sits down before his pupils, all German, with German type of mind and German traditions, and makes his pupils good Germans. We do more than he does; out of divergent and antagonistic races we are making *a new race*, and it ill becomes one to minimize the value of the work. Such classes are clearly outside of any ordinary course of study. But, in less extreme cases, there are topics of study which are desirable for pupils who are to continue some years in school, which are less desirable for those who, presumably, are to enter early upon the weary struggle for bread. Such topics can be dropped out for these pupils, thus gaining time for the work of highest importance to them as individuals and future citizens. A pupil thus situated will be able to keep well abreast of his class in the work he does undertake, his self-respect will be raised, and he will the more easily be retained in the membership of the school.

This differentiation in the course of study should operate not only to retain longer in school those who are in danger

of leaving to go to work, but also in retaining in the elementary schools, while they properly belong there, the pupils who are now drawn out to prepare for higher courses of study. There need be but few changes to meet the wants of both extremes. By far the larger part of what the elementary schools can or should offer is equally needed at both ends of the line.

To reach most effectively these children who are in danger of continuing but a short time in school, requires an individualism in teaching and molding which is not possible to the extent necessary, while a teacher has as large a number of pupils as in this grade is now generally required. In Harvard college the ratio of pupils to instructors is seven to one. In Boston the average number of pupils to a teacher in the grammar grades is fifty-two. By rule it is fifty-six. Give the grammar schools the same proportionate teaching force that Harvard college has, and I am not sure that the teachers would not only take all the new studies recommended, but stuff the poor children with Greek and Hebrew to keep *themselves out of mischief*. In the story of rescue from the grammar school, and of refuge in the Latin school, with the great personal gain resulting, which we heard last evening the speaker forgot to inform you that in the grammar school the number of pupils to a teacher is from fifty to fifty-six, while in the Latin it is from thirty to thirty-five—less than two-thirds. Also, that in the Latin school each teacher, after a probationary period, attains the rank and pay of the principal of the grammar school, making the cost in the Latin school somewhere about twice as much per pupil as in the grammar school. So that the rescued party didn't pay for his bringing up in the Latin school unless he came to know at least twice as much as his mates whom he left behind. It may have been true then that one did know twice as much, but it isn't true now.

If our college presidents really wish to help the grammar

schools in the most effective way, let them join hands with us in seeking to reduce the great inequality as to number of pupils to a teacher, which now exists in comparing this grade of schools with those above it.

No teacher with fifty-six pupils can bestow upon each that individual study and interest which are necessary to search out in the depths of the child's nature—depths, perhaps, never explored before—those hidden springs of interest and action, which, being touched by a friendly hand, cause the child to feel the throbbing of a life hitherto unknown to him. Thus new interest is excited, dormant faculties are aroused to action, bonds of mutual sympathy come to bind together teacher and taught, and the pupil becomes so happy in his work and so fixed in his place that nothing short of an imperative necessity will be able to take him out of the school.

A good teacher will do something of this work in spite of excessive numbers, or of anything else, but she longs for strength and opportunity to do more of it. Such teachers often become morbidly self-condemnatory as they see pupils hardening under the influences surrounding them, sturdily refusing to be moved by any ordinary incentives, but whom the teacher feels sure could be saved to the school and to themselves, could she but find the right way.

The harm arising from giving a teacher such numbers as make it impossible for her to do her work most successfully is admitted by all; but, when it comes to a remedy, the greatly increased cost of suitably increasing the teaching force in our elementary schools seems to many to be an unanswerable argument. But is it so?

In this matter the scripture maxim applies with peculiar force: "There is that scattereth and yet increaseth; there is that withholdeth more than is meet, but it tendeth to poverty."

While, to secure a proper individualism and the highest suc-

cess in teaching in the lower grades, a larger proportionate teaching force is imperative, the need of improvement in the quality of the work is quite as urgent. No class in the community know so well as the superintendents, whom I have the honor to address, that during the last few years very great improvements have been made in the work of the elementary schools—improvements which many of those whose work is mainly in the higher grades fail to realize or appreciate. There has been a decided elevation of the plane on which schoolroom work in these grades is being done. There is still need, however, on the part of teachers, of more skill, better preparation, a more enthusiastic love of the work, and an unselfish devotion to it. There are still too many cases of appointments made, and teachers retained, in which the supposed interest of the teacher is the ground of action rather than the best good of the school. No matter what may be the circumstances of the candidate, or the past services of the teacher, neither should have any weight against the real interests of the school. The Teachers' Benefit societies, now coming into being in our large cities, are to do much toward making it possible for teachers whose strength declines to leave their work in more vigorous hands, releasing themselves from the exacting duties of the schoolroom, which they are now no longer able to perform, while at the same time they can retain their own self-respect and not become altogether dependent upon friends or charity.

Teachers who enter upon the work, or continue in it, with no love for children, and no solemn sense of responsibility regarding the work to be done, must be mercilessly weeded out. A teacher who cannot see in each child under her charge something to call out either her love or her pity, and show her warm, heartfelt interest and unselfish effort, is not the one to hold pupils in the school. A teacher who will crowd out of school pupils she deems undesirable, that she may have a prettier class or an easier time, is unworthy of

her calling and recreant to most solemn obligations. Such a teacher is in honor bound to withdraw from her place and let some one take it who has the heart qualifications therefor. Some teachers rarely have pupils leave their classes to go to work. In some way obstacles are overcome, the pupil holds on while the class remains in that particular room, and forever after holds the teacher in grateful remembrance.

To aid teachers in this work of holding pupils in the schools, our schoolrooms should be furnished with all the appliances necessary for awakening interest, stimulating thought, developing the powers of observation, and making a felt connection between the work of the schoolroom and the activities of the greater world outside. In too many American schoolrooms the progressive teacher is left to make her bricks without straw, or gather it when she ought to be resting, or draw upon her scantily filled purse to purchase that which, to her, is indispensable if she would develop and hold the interest of those who are in danger of dropping out. Too large a share of school funds has been spent in showy buildings, and too small a share to furnishing those appliances which are to the teacher what his tools are to the mechanic. A better day is dawning, and this poverty of means for interesting pupils needing encouragement is not always to stand in the way of teachers doing their best work.

When the kindergarten shall all have taken its proper place in our school system, when such changes shall have been made in our courses of study as are necessary to meet the needs of all classes of pupils, when in all communities suitable school buildings and appliances shall be provided, when teachers unfitted by nature and acquirements for the delicate work of teaching shall have been dismissed, and only teachers of sterling worth, skill, ability, and enthusiasm are to be found in our schoolrooms—then the question we are considering will be answered for large numbers of these

short-time pupils. They will complete the grammar course, at least, and go forth in some degree fitted for their place and work in life.

But for the other large numbers the question is not answered. Were all possible perfections of school conditions at our command, what are we as superintendents and principals to say to that mother who interrupts her "song of the shirt" long enough to come over to the schoolhouse to talk with us about taking her daughter, now twelve years of age, out of school? Shall we show her our splendid equipment and tell her how much we can do for her daughter? Shall we tell her that we cannot spare the child, that she is the ornament of her class, and if allowed to remain is sure to come up, by and by, not only to an honorable self-support, but to be also a source of pride and joy and help to her mother? We may then learn, for the first time, that that mother has just as clear an apprehension of the value of an education as we have, that she sees with a clearer and fonder eye than we possibly can the signs of promise in her darling child. Our kindness may win her confidence enough for her to lift the veil from the family life, and we shall see with surprise how much it has cost that mother to send the child to school so long, keeping her neat and tidy all the time. We may learn that the father, now dead, had set his heart upon giving the daughter a good education, and so fitting her to support herself in the higher walks of life. We shall find that the mother has burned the midnight oil, not as an exception but as a rule, that such plans might be carried out, and that now she has come to the parting of ways. Her unaided strength can carry the burden no longer; she has too much refined, womanly spirit to beg; she has no friends who can help her; and the little that the daughter can earn is her only known resource. What shall we say to such a mother? As things are in most communities, there is but one thing to say. A present necessity for food knows no considerations of future equivalents in mental power or

social standing. The food must be had at whatever loss to the child. The child must become an earner in that family, even if her whole future is thereby narrowed and darkened. It will be said that the picture is overdrawn—that there are really but very few such families. We all rejoice that there are no more; but the number of parents who are thus compelled to weigh the school advantages of their children against daily bread is larger than is generally supposed. Such parents, be they few or many, deserve sympathy and help. How helped? It is not an easy question to answer. Two things should be taken for granted. In this land of plenty every child should have, does have, a right to its childhood for school purposes. The state should lay its hand upon so much of the great wealth of the community as will enable her to guarantee this privilege, this right, to every child. But the mother who came to see us would rather die than become a pauper. The feeling marks the nobleness of her nature. Christian statesmanship is surely adequate to the working out of the problem how necessary aid shall be rendered in the support of the children of such parents during the time necessary to be spent in school, so that the family shall not be pauperized nor the state's bounty be misapplied. Possibly this aid may best be given by means of some organization not directly under state or municipal control. However done, there should be in it no suggestion of charity or pauper-support, but it should be placed upon the high ground of the *right* of the child to the opportunity to fit himself for the responsibilities of adult life—responsibilities growing more and more difficult to meet.

There remains to be considered the question, what shall be done with and for such children as, at the best, get only snatches of schooling between long intervals of absence, some of whom do not darken the doors of the school-room from January to December? Among these truants and absentees are some children, stubborn and perverse in nature,

from comparatively good homes, whose parents would be glad to have them attend regularly had they the moral power to enforce their wishes; but most of them are children of parents who, as has been already noted, with cunning cupidity or sheer indifference, evade or trample upon all laws for the schooling of their children, in whose tenement-house homes the child works unchallenged; homes often in which the common decencies of life are unknown, and in which a child without strong counteracting influences has about as much prospect of growing up to an intelligent, honest, virtuous manhood or womanhood as a thorn-tree has of bearing grapes.

These are the children who need our wisest planning. No one can visit the crowded tenement-house districts of our large cities, or walk through the streets of such sections on a pleasant Sunday afternoon, when the children swarm out to play, notice the marks of early and inherited vice, listen to the profane and obscene talk which is the current medium of communication—no one can make these observations and not be profoundly impressed with the gravity of the situation and the peril involved in it. Now, what *can* be done for these children? When brought into our schools, as where there is an efficient truant force many of them are, it is most difficult to hold them, and if held there is great risk of a contaminating influence in which the loss to otherwise good children overbalances the good done them. Shall we let them go, and try to forget their existence? Then good-by to our form of government. We cannot go on forever with an ignorant and debased class multiplying about us. A free government commits suicide when it allows an ignorant and vicious class to increase in the community. Such a government must depend on the intelligence and virtue of its citizens or it becomes the worst of all despotisms, that of the ignorant and vicious *mobs*. No: these children cannot be left to come and go in our schools or

absent themselves altogether, as the whim may lead them, or as their parents may fail or succeed in finding something for them to do. In many communities more rigid laws regarding truancy and absenteeism, especially absenteeism, are imperative. It should be no more possible for a parent to deprive his child of the opportunity of going to school by employing him at home than if he be employed in a store or factory. It should be made the duty of some officer to make frequent visits of inspection, especially in tenement-house neighborhoods, to see that children are not being deprived of their school rights and privileges. What shall we do with such as cannot be safely admitted to ordinary school privileges, or such as will not attend regularly when admitted? For such children a school like the school in Detroit, known as *The Ungraded School*, would be an important auxiliary to any school system. (For facts regarding this school I am indebted to a recent report of Supt. Seaver, of Boston.) This is a school which the board of education of the city is empowered by law to establish, and into which truant officers are *required* to gather all habitual truants and absentees, as well as those pupils from other schools who are incorrigibly turbulent, vicious, or immoral. Such pupils are not entirely removed from parental control, but they are obliged to carry their dinner, and are under the care of the teachers during the time between sessions as well as in school hours. Truant officers are empowered to compel attendance upon this school, and any absence is immediately made known to them. The term for which a child is sent to the ungraded school is indefinite in length. By good behavior, punctuality, and earnest work he may make it short, or by the opposite course he may make it long. No outside power is allowed to interfere and grant and undeserved release. Upon the child alone depends the length of his detention. In Detroit *one term* at the ungraded school works reformation in three-quarters of the cases—a *grand*

success. But when such a school as this Detroit school shall have done all it can do, there will remain children, in quite considerable numbers, whom it will be impossible to save while the home and street life exert their baleful influence for so considerable part of the day. For such children the *parental school* is a necessity. They must be taken out of the mire and filth of their surroundings and placed in charge of such foster-parents as shall give them what they have never before known, a real home. A parental school is not a prison, but a school-home, a school in which the child is taught what he most needs to know, especially along the lines of manual training; a home in which he shall learn what the word "home" means, and in which he shall be placed under those healthful, elevating influences of which a real home is the center and inspiration. Membership in such a school-home should be continual, until if possible a relish shall have been acquired for the new ways, which shall restrain from a return to the old haunts and habits. Such a work will be often discouraging to those who engage in it. It will be too much to expect that heredity and early surroundings will in every case be overcome, but the child will at least have had a chance, and many will be encouraged and helped to a worthy and successful struggle against the odds of the lives to which they seem born. It will be expensive—expensive as it is efficient. In all our large cities there are children, in very considerable numbers, who ought to be gathered into such school-homes. Some cities have already started in this direction. Delays are dangerous; children who may be rescued to-day, to-morrow will be beyond our reach. When we shrink from the expense of such reformatory work we should bear in mind the fact that such children, if let alone, will almost inevitably grow up to be a public charge, either in our penal or our charitable institutions. Which will involve the greater cost—this or that?

It may be said that this assisting during school attendance

in the pecuniary support of the children of the worthy poor and the colonizing of the children of the depraved and vicious, savors too strongly of socialism, that it carries the work of the government too far, that the school supported at the public expense is as far as the government can properly go. It was far enough once, but do not the times in which we live and the conditions surrounding us demand more than that now? The absolute right of the child to so much of its childhood as is necessary for school purposes should, in our country at least, be regarded as an *axiom*, and whatever custom, law, or precedent stands in the way of giving this right practical force must give way.

Realizing, as we do, the importance of carrying these pupils further along in their school studies before they go to work, we shall use the power and influence of our positions in aiding to bring about such changes, both within and without the school-room, as will accomplish so desirable a result. We will not fail to bear in mind the fact that, much as these children need instruction and mental discipline, they need still more the strengthening and development of the moral nature and purpose. We shall teach, that knowledge put to bad uses is worse than ignorance, that learning is not chiefly valuable as a means for making money or gaining power, that it is infinitely better to be useful than to be rich, and that the more one knows the more useful he may make himself. Whatever we do or fail to do for the happy children of prosperous homes, we must not fail to realize the vast importance of doing all we may for these children born under a cloud, for whom often the only door of escape from the wretchedness and degradation of their home surroundings is the school-room door. Let us send into their lives as much of sympathy and help as may be possible, realizing that with them as with happier children, we are working upon imperishable material, and if enough on the alert and sympathetic enough, we so may make our

mark for good that no untoward influences shall ever blot out. Let us hear as addressed to us the admonition of the great teacher: "Take heed that ye despise not one of these little ones."

By HON. J. H. SHINN, Little Rock, Ark.: It has been said, that of the entire number of pupils attending the schools sixty per cent. are in the primary grades, from six to ten; thirty-five per cent. in the grammar grades, from ten to fourteen; and five per cent. in the high school, from fourteen to eighteen.

It has also been said, that of every hundred entering the primary less than half of them are found pursuing it to its end; less than thirty per cent. finish the fifth year; less than twenty per cent. the sixth year; less than ten per cent. the seventh year, and less than six per cent. the eighth year.

Taking these figures as bases, let us look at the problem: 12,325,411 children enter the primary department; they divide as follows:

7,395,246. primary; 6 to 10 years of age.

4,313,893, grammar; 10 to 14 years of age.

616,270, high school; 14 to 18 years of age.

This showing would not be so bad if all children entering each of the three great divisions pursued it regularly to the end.

But of the whole number entering the primary department less than half pursue it regularly to the end; that is, less than 6,162,705 children go beyond the primary; that is to say, fully 6,162,705 children receive their whole school education in the primary department before the beginning of their tenth year; that is to say, one-half the children of school age in the United States graduate from the schools in the beginning of their tenth year.

The question is, "What can be done to bring children on further in their studies before they leave school to go to work?"

1. What studies have they to be brought on in? We begin to bring them further on by setting up limitations at the beginning which may not be passed.

We say at the start : No child shall know more at the end of four years' teaching than this :

Reading: Finish the third reader. Thirty-six months or 720 days on the first, second, and third readers.

Arithmetic: Through addition and subtraction of common fractions, with selected tables of weight and measures. 720 days on 100 pages of elementary arithmetic.

Geography: The western hemisphere in outline, without a book.

Penmanship: Words, phrases, and short sentences.

Language: Develop the idea of an action word with an object after it to complete the sense ; develop the idea of when, how, and where an act may be performed. Four years gone, graduation at hand for over 6,000,000 children, and the transitive verb and the objective case just reached, together with the use of adverbs. The whole of the last four months to be diligently devoted to the development of the transitive verb and the adverbs.

In orthography they are limited to about 750 words.

In looking over this course, the one almost universal in our schools, one is prompted to ask, "Could there have been a better scheme devised for keeping the children back?"

Wise men sometimes make great mistakes, and it is certainly a grave mistake to prepare a course of study for a set of children who are expected to continue regularly therein for twelve years, and apply it rigorously to the full one-half of our children who quit at the beginning of their fifth school year. The National Educational association advised a system of public education which may justly be termed "the three fours." Primary course, four years; grammar course, four years; high school course, four years.

This same body then outlined the work which good schools might safely do in twelve consecutive years.

The schools of America fell into line, and the twelve year course became the standard for nearly all schools. To string out the common and high school branches through twelve years, it became necessary to dilute the matter in the first four; to compensate for the singular dilution, the country was promised greater accuracy. Accurate in emptiness. Then more than 6,000,000 children were put into this course and required to master it. Then ten months to ten became a mania. Boys became so proficient in their alphabet after four years' teaching that they could say it backwards and read the third reader. They then quit school and grave men began to discuss how to get children further on in their studies before they quit school to go to work. Is the mental stature of the average nine-year-old only third reader high? Grammar to the transitive verb high? Arithmetic to fractions? If so, then we can do no more than we are doing. If not, then the first step towards an answer is a destruction of the false standards that now limit the progressive development of the great masses of the children.

12,305,411 children are the work we have to fashion.

Only 739,504 enter the high school. 11,585,907 cannot go to the high school. They are as effectually barred out as if restrained by law. The environment of the universe takes more than ninety-four per cent. of the children out of school at the beginning of the fourteenth year. And we, grave teachers, deliberately construct a course of study which deprives 11,325,411 children of any school knowledge of history, civil government, morals and manners as a study, citizenship, science, language, algebra, and geometry. My answer to this question is, to remove the course barriers that now obstruct child progress. Try the three-threes instead of the three-fours. Do from six to nine what is now done from six to ten; from nine to twelve, what is put from ten to fourteen.

1. The standard for the primary and grammar grades is too low.
2. It is too easy, and therefore requires too little labor.
3. The practice advances teaching at the expense of learning.

A second answer is: Have the children use good, logical books to obtain facts, and by a right use of these facts grow in developed power; that is to say, abolish to an almost total degree the habit of developing facts that need no development, and of hunting everywhere for matter that is already in hand. Act as if the average boy had some sense, require him to work, and the masses of children will get further along in their studies. Oral teaching, unless done by masters, is a fraud of the worst kind, and is daily cheating thousands of children out of their heritage. Good books are authority and are lasting standards. Until the human mind reaches its last and highest estate, the power to reason rightly and independently, it should lean upon the books which contain the logical expressions of those who have reached that estate. Children should be led to lean upon authoritative statements of the truth, as they would lean upon the Rock of Ages. The teaching of a poor book is infinitely better than the vapidty of an oral instructor who is unfamiliar with his case. And ninety-nine out of every hundred are not so far masters of the subject as to be definite, certain and logical. To get children farther on is to give them great living books full of great living thought, and to require them to rub up against the fatness of the thing. Of all sad things of tongue or pen, the saddest are these, cadaverous orality by licensed men.

A third answer is a change in management. Give the three primary grades into the exclusive control of women. For the high school and grammar grades let the division be as follows: As many male as female teachers; seat the girls from two consecutive grades in one room with a female

teacher; seat the males of the same grades in another contiguous room with a male teacher. Let the rooms interchange for recitations. Two influences will act upon each child in each room, in study and recitation, while the government of each sex will be in the hands of its kind.

Last of all: To get children further on requires the adults to be pushed further on.

1. Adults must be led to know that public education is something more than public beneficence.

2. Adults must be led to know that public education is something more than public defense.

3. Adults must be led to know that public education is a function of civilized government, without whose exercise it has no right to exist. The common duties of men are common rights which demand a common teaching under a common law. The common hopes of men are common rights which demand a similar common treatment. Duties and hopes are the end of human government. Because these things are common, they should be taught in a common way under a common law. This will only come when each state shall have an educational legislature equal in power and dignity, upon all educational questions, to the ordinary legislature upon the ordinary legislative questions. In the federal government there should be a secretary of education, equal in the cabinet to any other cabinet officer. In each state all educational questions should be settled by a co-ordinate, independent, educational arm. Great is the Diana of our executive; greater, perhaps, is the Diana of our legislative department; greater, because quieter, is the Diana of our judiciary; but greater than any of these, and greater possibly than all, is the Diana of our state public education. We shall never get further on with child education till we advance further with adult education; and the perfection of both will only be reached when the fourth estate, the educational department of government, shall rise like the star in the east to glorify the ages.

CHAPTER VII.

UNIFORM QUARTERLY COUNTY EXAMINATIONS.

By a regulation of the department adopted by the Examiners' Association, the times for the regular quarterly examination of teachers in the various counties have been fixed for the third Thursday and Friday of March, June, September and December. These dates have been adhered to by a large majority of the examiners for the last four years and the time has arrived when they may safely be committed to law. Uniform public examinations have been required by law for twenty years but they have only had real vitality during the last four. Nor has it been an easy task to vivify the law.

There have been difficulties at every step of the way. Some of the teachers have claimed that the questions were too hard; this however was the least of all the troubles. In the open light of the instrumentalities of this century it may safely be said that if a teacher cannot reach an average of sixty per centum upon the questions that have been asked during the last four years, that he deserves nothing at the hands of the state. The cavil of such persons as had no effect, save the notoriety given to its ignorance, and the gradual sinking of the teacher into the slough of incompetency and oblivion. A greater difficulty has been with the examiners. The law requires quarterly examinations but fails to fix uniform dates. The department, in conjunction with the majority of the examiners, fixed the dates as above named and they have been in force for nearly four years. Some examiners seized upon this loophole of escape, and while holding quarterly examinations, held them at times named by themselves. This was a stab at the uniformity

contemplated by the law and has neutralized much of its value.

Other examiners held that notwithstanding the State Superintendent was required to prepare the questions for all the quarterly examinations that this did not make it obligatory upon them to use them. Hence, at irregular dates they used questions of their own to the detriment of the standard.

These frictions created others and all of them found adherents. The first effect was to discriminate sharply between the letter of the law and the regulations of the superintendent. These came in some communities to be called the edicts of the dictator, while those were purposely lost sight of in the imbroglio. The various entanglements found their way into the circuit courts and in the majority of cases the great right of the state was made subservient to a fictitious right of the individual. The reason of a regulation was not inquired into narrowly and the title "Superintendent's law" came to be used to lower the dignity of a department of state. At this juncture it may be asked what is the difference between superintendent's law along lines committed to his charge and the bench made law that prevails everywhere? Reason, pure reason, is the basis of each, and their necessity springs from the demand for harmonious statutory interpretation and the upholding of the higher right. Is it any more likely that one who is daily employed in the details of petty larceny, fraud, murder and civil contract will hew more closely to the line upon departmental questions than the officer in charge thereof, and to whose wisdom and character the state confides the system and its development? Have these gentlemen perfected themselves in the broader principles of law or are they content to be masters of its smaller details? Do they see in the word "system" anything which a bumptious belligerent is bound to respect? Have they ever gone over the broad field of

legal definition to the word "superintendent" in connection with a system given to his chief charge? Do they connote the actual meaning of the term "state's rights?"

They call up the spook, centralization, and use it in their arguments to frighten the bystanders. The dead heroes turn over in their graves when this term is applied to the machinery of a state and of a state alone. Every state has powers which are supreme and central. The duty of educating is a state power. Its exercise is lawfully done by none save the officers and laws, of its creation, and the regulations necessary to carry these laws into effect. The great right of educating becomes paramount to the individual right. Much more is this the case when the individual claims the right to act as a teacher for the state while refusing to attend the examinations required by law or its institutes. The body politic suffers because some contentious individual chooses to fly his own kite in his own way. And judges, in their humane, or would-be humane endeavors to protect this "independent individual" throw a bomb into the camp of society and weaken the system far more than any real injustice on the part of the state to the individual could possibly do.

Individuals have rights—rights which the judiciary has glorified itself in protecting. But they are not the right to stand out against the laws of society or the necessary regulations for their enforcement.

Another serious difficulty has been the want of protection in the matter of printing the questions. These have been stolen from the printing office before they were legally issued, and advertised for sale. This is a serious evil, and demands a prompt remedy.

But despite all these difficulties the law has proved its superiority, and is now almost prevalent throughout the state. The uniform system of examinations is the best that can be done in a state system of education, although carry-

ing many inherent defects and surrounded by many external difficulties. Its points of excellence are :

1. The fixing of uniform standards, which in turn become educative and disciplinary.
2. The ascertainment of that minimum scholarship without which no teacher can succeed.
3. The sloughing off, as it were, from the system of those incompetent to enter it.
4. The supervisory effect of the state over its agents.
5. The generally good effect upon the whole body of citizens.

Its chief demerit is that it does not ascertain the other qualities which enter into the composition of the real teacher, viz.: skill, tact, enthusiasm, love and power.

To ascertain these it would seem that we need an additional force, a county superintendent clothed with proper authority.

However, the examinations alone have worked out great results, and if suitably enforced, as herein suggested, will prove of still greater value in the future.

I subjoin the opinions of several state superintendents :

Mr. Preston of Mississippi, says :

“Our public school teachers are licensed through uniform examinations held by examining boards, consisting of the county superintendent and two first-grade teachers. This system of licensing has been used for seven years, and has been the main factor in stimulating our teachers to become better qualified for their work. It is a moderate estimate to say that this influence alone has made our teaching corps twenty-five per cent more capable of converting public school money into education, while the reflex effect upon secondary schools has been of the most salutary character. Many incompetents have dropped out, and the whole corps has been toned up and strengthened.

The superintendent of New York has this to say :

Uniform Examinations.—This system of examining teachers has been in operation in this state for seven years. Under its wise provisions the efficiency of the teaching force of the state has been steadily advanced. It has been the means by which competent teachers have been furnished to the state and incompetent candidates debarred from entering the ranks of the profession. There are employed in the public schools of the state, teaching at the same time, 25,414 teachers. Since the adoption of this system over 40,000 different persons have been refused certificates, and during the past three years 25,000 different candidates have been told that they did not possess the required scholarship to become teachers. The number refused certificates during the past three years is sufficient to supply the place of every teacher in the state, and had it not been for the safeguard afforded by this system in determining the qualifications of teachers, these 25,000 people, devoid of the necessary scholarship, would have been permitted to enter the profession and compete with and drive from the work the 25,414 teachers who had been to the expense, time and labor to properly qualify themselves for service in the school-room. During the past year nearly 10,000 different persons have been told by the school commissioners of the state that they did not possess the necessary literary qualifications to enter upon the work of teaching, and were thus debarred from entering the school-room as teachers. The standard of qualifications prescribed for teachers in this state ranks first among that of the states of the union.

It should be the desire of every person in educational work in the state to have New York maintain this position. We should take no step backward, but should ever be on the advance. The present standard should never be lowered, but should be raised whenever conditions will permit it.

The present plan is not perfect. Those who have in their

charge the execution of the provisions of these regulations discover from time to time their weak points and imperfections. These should be corrected as soon as possible. A few important changes were made during the past year for the purpose of strengthening and perfecting the system.

Since this plan has been in operation, from 1,800 to 2,800 temporary licenses have been issued annually. This has been one of the weak points of the system. The very ends aimed to be accomplished under it were defeated by the provision giving commissioners the power to grant temporary licenses. The legitimate use of a temporary license is to meet some emergency in which public convenience absolutely requires that licenses of this character should be granted. Many teachers who failed to pass the required examination were allowed by commissioners to commence teaching on a temporary license, with the understanding that they should enter the next examination and procure a certificate. In many cases such teachers failed repeatedly in examinations, and were permitted to teach whole terms on temporary licenses. A temporary license was never intended for such purposes. No teacher should contract with a trustee without first procuring a certificate regularly under the rules. It may be laid down as a general rule that commissioners are not justified in recommending that temporary licenses be granted to teachers who have not attended examinations because they did not expect to teach. Teachers who go to the expense and trouble of attending examinations and procuring certificates should have a preference over those who do not. In the future, temporary licenses will be granted for valid reasons only as laid down in the regulations.

The questions used in these examinations are uniform throughout the state. They are prepared by the examination board in the department and distributed to all commissioners in the state and such city superintendants who have

voluntarily adopted the system. The bases upon which certificates of the second and third grades are granted are not uniform, as the answer papers of candidates in these grades are marked by school commissioners and city superintendents, and establish as many different bases as there are commissioners. The first-grade papers have been called to the department during the past year and marked by a central board. These certificates are now uniform. A certificate of the first grade, issued in Suffolk county, is of the same value as one granted in Niagara county. Under a ruling of the department any commissioner in the state is required, unless a valid reason is assigned for his refusal, to indorse the first-grade certificate of a teacher issued by some other commissioner.

Under the present method of marking the second and third grade answer papers by the 114 school commissioners the standard of marking the percentages is wide, since it is left to the opinion of so many persons, and consequently much injury results to the system. A large amount of the time of commissioners is consumed in marking papers, thus depriving them of performing the most important function of their office, that of visiting schools and supervising the work. There are many valid reasons why these papers should be examined and marked by a central board. I would, therefore, recommend that the present legislature provide an appropriation for that purpose sufficient to enable the department to perform this work.

The success of the present system depends very largely on the earnest desire of school commissioners to place the teaching force of the state on a high standard."

The observations of Mr. Crooker upon temporary licenses are of much force. This department has been solicited to grant them very frequently and examiners meet the same requests. They are unknown to the law but have an existence in practice. Those who fail at the regular examina-

tions are frequently granted a private examination upon questions which make the certificate granted a temporary permit. It is doubtful whether there is even a genuine need for such a paper. In the case of negro examinations where the demand chiefly originates the effect is deleterious. Personal character is needed by the blacks and this can never come if they are shielded from the labor from which the excellence of all character proceeds.

The other observations of Mr. Crooker are also forceful. We have uniform questions but the markings are as varied as the judgments of the examiners. We need the New York plan.

Again the certificates proceed from a supposed uniformity yet they have but a local value. Why are they limited to a single county? Again why re-examine a first grade teacher who presents proper testimonials of work done during the life of the certificate. A board consisting of three in each county and the state superintendent will correct all these evils and give us every effect which may be reasonably expected from uniform examinations.

The superintendent of Michigan suggests some ideas which may help our educators and legislators to a broader view of this question:

"The question of teachers' examinations has always been a perplexing one. No matter how excellent the questions for such examinations may be, nor how thoroughly and honestly conducted, it will still be true that examinations alone are an inadequate test of a candidate's ability to teach school. The qualifications requisite for good school teaching cannot be ascertained by any set of questions whether oral or written; and yet, where the teachers must be employed for a large extent of territory and for many schools, no other plan has been suggested better than the plan of examinations combined by the supervision exercised by the county school commissioner.

The first essential element in a teacher is good scholarship. No amount of tact, or method, or skill in the use of devices will make up for deficiency in scholarship. In thus emphasizing the value of this factor, we by no means overlook the value of tact and good method. If, however, we are to do without one of these, we think we could more safely risk the teacher with scholarship than the one with method and poor scholarship. It would seem, however, that in Michigan with more than two and one-half million inhabitants, that it is not necessary for our schools to put up with poor teachers. In other words, we have a right to call for the best both in scholarship, tact and method. For many years the institute instructors in this state have been trying to mould the plan of instruction to be given in the schools, more especially in the line of history, geography and language. One of the surest ways to bring about a reform in any branch of instruction, is to put into the examination questions those questions that will call for the kind of instruction deemed advisable. For example; it is thought best in accordance with the modern idea of teaching geography, to treat the earth as a home for man, and bring to the aid of geography the allied branches of botany, geology, meteorology and mineralogy; we can best bring about this change by putting into the examinations questions that will call for knowledge of these topics.

If it is thought best that history should deal more largely with cause and effect than with the mere matter of dates, the questions in history should be so framed. Nearly every wide-awake citizen believes that the teachers of our youth should be well informed individuals as to the current events of our national history. They should be readers of the best parts of the newspapers, and thus be able to carry into their schools a fresh information touching geography, civil government, history and literature, which will give life to their teaching and inspire their pupils to read good reading. The

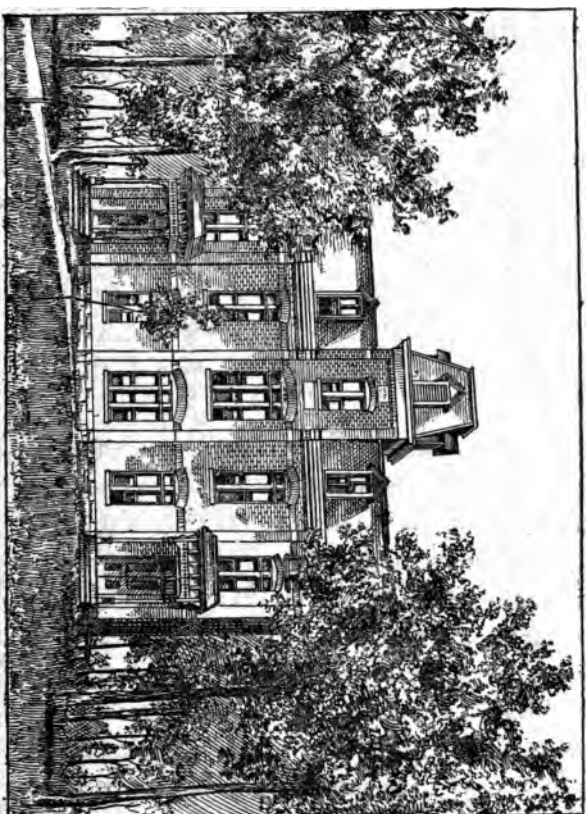
better to bring this matter before teachers, we place questions of this nature in the examination. The mere ability to answer the facts involved in the questions is not of as much importance as is the habit of reading which questions of this sort will induce. Candidates will soon find that they cannot fit themselves for teaching by merely stuffing for a few weeks before an examination upon some question book treating of the various topics required for certificates; but they will discover that, in order to stand well in several topics, it is necessary to be constant readers of the important events in the world's history. Thus they will acquire the habit of reading, and once possessed of this they will carry it with them to their schools and the pupils under their charge will become infected. This spirit will act as a lubricant, make all the work of the school move more easily and pleasantly, and bring about results of greater profit.

It is with this general idea in mind that the questions of the past year have been prepared. We do not pretend to say that there have been no questions which perhaps are faultless; but we believe that, as a rule the questions illustrate the purpose and general idea above expressed. It will be noticed by those who have compared the questions with those of other years that several quite important changes have been made, among which it will be well to note some of the alterations made necessary by a change in the law. Candidates of the third grade have the choice of two classes of questions, class A, leading to a certificate which is good only to those who have had already three years of experience in teaching; and such certificates are good only in graded schools. Any number of these certificates may be obtained by the candidate who wishes to teach only in graded schools. Third grade certificate of class B are good in all grades, but the number of such certificates granted to one person is limited to three.

This was done in order to stimulate persons to acquire a broader scholarship, and thus give to our district schools teachers of greater ability and maturer years. The minimum age is made seventeen years, instead of sixteen, thus giving to the candidate of one year more of preparation before he takes up the responsible duties of a teacher; and surely no one will say, after a careful investigation of this subject, that this age is any too high. Persons assuming to teach should be possessed of good judgment, and it would be far better for the schools if the limit of the age were higher instead of lower. This extra year will give the younger pupils from our schools, who wish to become teachers, additional time for ripening and disciplining the mind for the responsible position which they will occupy.

To return now to the details of the examination; we will note some of the changes which have been made. In the first place, in four or five of the branches one-tenth of the standing is to be marked upon the neatness with which the candidate prepares his examination paper, the manner in which the headings are made, the sub-headings, the paragraphing, statement of equations and problems, and many other little marks that show good qualifications in a teacher. If one is careless about these things, loose, slipshod in his work, he will allow pupils in his school to do careless and slipshod work. If, on the other hand, neatness and care are prominent characteristics of a candidate, it may be assumed that these same qualities may be found prominent in his teaching.

In grammar, thirty per cent. of the standing has been given to the preparation of a brief essay, which will be written at the time of the examination upon some very familiar topic. This test is to show the candidate's ability in the use of good, clear English. Marking by the examiner is based upon the punctuating, paragraphing and gen-



ROGERS ACADEMY.

eral style of the composition. The topics given at the last examination in the various grades were as follows:

First and second grades—

- Improvements in Farm Implements.
- Life of George Washington.
- The Columbian Exposition.
- The Essentials of a Good School.
- Report of a Teachers' Association (imaginary).

Third grade, both classes—

- Beautifying School Grounds.
- Abraham Lincoln.
- The Sandwich Islands.
- Memorial Day.
- The Delights of Teachers' Examinations (imaginary).

This change has met with the greatest approval, so far as we have been able to learn, of examining boards and teachers alike.

In the theory and art of teaching, one-half the marking is to be based upon the teacher's ability to teach school, the loyalty displayed in attending the association meetings, making our reports required by the school commissioner, and the reading done by the teacher. This is to be judged by the county school commissioner, and he should have the fearlessness to eliminate from his corps of instructors any teachers who do not show a spirit of progress, who are mere hangers-on, school-keepers, and seemingly interested only in getting their pay. He should give full credit to those who are wide awake, active, vigorous—who manifest an earnest desire to improve by attending teachers' associations and institutes and pursuing courses of reading. It should always be borne in mind that the pupils of our country schools need the best teachers possible, and there is no reason why our citizens in these localities may not feel reasonably sure that when they hire a teacher they are getting one who combines the qualifications requisite for such work.

In the examination in reading a change has been made in such a way as to mark the candidate's ability to read selections of various sorts, both prose and poetry. This examination of course is oral, and it is suggested to the examiner that, in connection with the reading which the candidate does, many questions concerning literature may be propounded; and thus, in some measure at least, may be ascertained what the general preparation of the candidate has been along the line of literature. We hope that this sort of an examination will lead all the young people of our schools to read more carefully, more methodically, more systematically the best writers of English and American literature. If this should be done, and nothing more, the change will have wrought a most excellent service in the state.

In penmanship, the examination will consist of the writing of a short paragraph descriptive of some topic allied closely to that subject. This is to take the place of the questions on slant and analysis of letters, etc.

In arithmetic, the questions have been so selected as to cover those parts of the subject which teachers, at least, should know. There may appear questions which the pupils of the district school are not expected to answer, and which the teachers of the district school are not expected perhaps to teach; but let it always be understood that the department has no sympathy at all with the notion that a teacher is eminently qualified for the position if she knows just a little bit more than her pupils. The antiquated and unused portion of the arithmetic will not be made prominent in examinations, hence true discount, duo-decimals, circulating decimals, etc., will not bear a very prominent part.

This is perhaps sufficient to show the general idea in regard to the methods of examination under this administration. In making its first application the boards of examiners are requested to use great care and judgment in order that their schools may not suffer from lack of teachers. It is

absolutely impossible to arrange a set of questions which will be entirely satisfactory to every county in the state. Some counties have but few more teachers than are necessary to supply their schools, while there are other counties that have about three times as many teachers as are needed. It is our deliberate intent to make the questions a trifle more difficult, in order to stimulate our young people who wish to be teachers to greater efforts and more thorough scholarship. If the questions are too hard for certain counties or localities, the board of examiners may very easily remedy the matter by lowering the standard required until such time as their teachers shall be able, by hard study and close application, to meet the requirements and go on to still higher ones. We think, however, that in nearly all counties there will be found enough persons who are able to pass these examinations and who are skilled in school teaching, and thus will prove valuable factors in the education of our youth. We hope that the officers of school districts will appreciate the difference between a *school teacher* and a *school keeper*; that they will come to look after the best qualified teachers to put in charge of their schools; that they will confer with the county school commissioner in selecting a teacher best suited to their needs; that instead of trying to find the teacher who will teach for the lowest possible salary, they will try to find the teacher who will give them the greatest value for the money which they invest."

Mr. Wolf, the superintendent of Missouri, adds some very pertinent ideas as to a single examiner and illustrates the value of a uniform county institute throughout the state for the period of a month. He says:

"In every state legislation has intrusted the examination and licensing of teachers to authorities more or less competent, usually less. The examining authority should be a board and not an individual, the most competent and least subject to local pressure. This would rule out the county

commissioner or county superintendent as an individual, for he is not only not a board, but he is subject to every species of local influence. The county board should be ruled out because of local pressure. Then, what constitutes the most efficient examining authority? A board, composed of one local member—the county commissioner or county superintendent—and of two or more able non-resident members; the former as authority upon character and actual school-room work, and the latter (assisted by the former) upon scholarship and theoretical professional ability. But to secure able non-resident members costs money. Missouri secures them, without extra expense, by making the annual county institute boards of instructors also the examining and licensing boards. Missouri's town superintendents and principals and the county commissioners, in the capacity of boards of institute instructors and examiners, pass upon the qualifications of teachers at the close of the annual month's county institute. The institute boards, in a month's instruction, are able to estimate all those finer qualities which go to make up the successful teacher—tact, address, courtesy, persistence, self-sacrifice—these in addition to scholarship."

To all of this might add the experiences and observations of more than a score of our best teachers and examiners, but content myself with reproducing but a few. Mr. J. B. Martin, who for many years has been examining teachers in his county, and who is a strong practical teacher besides, has this to say:

"I commenced holding regular examinations in December, 1888, and have not failed to hold them since in March, June, September and December. I grant no private examinations. This brings the teachers together more frequently, while the "school keeper" and those who are making a mere convenience of the matter, are dropping out before the pressure of the studious professional teacher. I find three grades of certificates necessary to carry on the schools as we have

them in the country. When the third grade teacher proves incapable the fault is in the examiner who certifies his paper, for I believe that it requires quite a degree of familiarity with the common branches to make the required rating for a third grade certificate on the papers you have sent out. I am convinced also that there should be three distinct sets of questions prepared, one for each grade of license, and that the applicant after selecting the grade he desires to make should be required to make the same percentage that is required for any other set and stand or fall by his judgment. *I am decidedly of the opinion* that the law knew precisely what was best when it put the duty of preparing these questions on the state superintendent, and made it the duty of examiners to use them. I am perfectly willing to "play second fiddle" to the state superintendent in this particular, and believe that the children of the state would soon be found in better and more capable hands if more of the examiners would think likewise."

I add the words of Mr. Hopkins, the examiner of Greene :

"My report shows very many first grade teachers. There will not be so many when I shall have once touched them all, as I am requiring a higher standard than has been the custom. At first many of the teachers did not appreciate this movement, and even yet many of the directors are not pleased because they cannot have some pet boy or girl to teach for them. They are all however slowly falling into line."

Mr. Mitchell, the examiner from Washington, says :

"I have used the questions sent out by yourself, and held my examinations on the days appointed, which in my opinion is *the* plan to secure a better class of teachers. I have graded the work closely but conscientiously; in consequence of which I have been severely censured by some, but the better class have, on various occasions spoken words of approval that were consoling."

I also subjoin the rules and regulations, programmes and plans for institutes that have been prescribed or recommended during my term of office. Also the questions which have been prepared during the last two years.

EXAMINATIONS FOR COUNTY CERTIFICATES, 1893, AND CIRCULAR REGULATIONS AND PROGRAMME.

STATE OF ARKANSAS, DEPT. OF
PUBLIC INSTRUCTION, SUPERINTENDENT'S OFFICE, }
LITTLE ROCK, April 24, 1894.

Section 6140 of Mansfield's Digest charges the state superintendent with the general superintendence of the business relating to the free common schools of this state.

Section 6149 of the Digest requires him to furnish suitable questions for the examination of teachers to the county examiner.

Section 6150 of the Digest requires him to prepare and transmit to county examiners, among other things, "other suitable blanks, forms, and printed instructions, to be forwarded to directors and other school officers," to aid such officers in carrying into full effect the various provisions of the school law of this state.

Section 6186 of the digest requires the county examiners to hold a quarterly public examination at the county seat. It requires him to notify the directors of each district twenty days before the public examination, and the directors are required to post notices of the same in their districts. It prohibits the examiner from granting certificates except in accordance with the provisions of law.

In December, 1890, a meeting of the school examiners of the state was held at Little Rock, and it was unanimously agreed to hold the quarterly examinations upon the third Thursday and Friday of March, June, September and December of each year.

Section 6236 of the Digest requires the school directors

to close the schools upon public examination days, and upon days set apart for county institutes.

In accordance with these laws and agreements I have prepared a set of examination questions for the June examination and a set of regulations, which I herewith forward to various examiners of the state.

I urge upon the teachers the great importance of organizing a county institute. While the regular examination is going on at one place, let the county institute be going on at another. As professional men, stand for the dignity of teaching.

REGULATIONS.

1. Public schools are a great public interest, and the law provides for the protection of this great interest by holding public examinations. Every public school teacher has an interest in the dignity of his profession, and should attend upon these meetings. The schools are closed and the greatest publicity given to the examination in order that the profession of teaching may be fully protected against the favoritism of private examinations, the power of nepotism, the bias of prejudice, enmity or other unlawful regard. Certificates purchased with money are a disgrace to their holders.

2. No man or woman who is not thoroughly qualified to teach, or who is not morally qualified, should be granted a certificate under any circumstances.

3. Directors have no right to employ a teacher who has no license. The license should be the basis upon which the contract is based.

4. A teacher without a certificate has no right to the public school funds of the state. This regulation applies to assistant teachers with the same force as to regular teachers. Every assistant teacher must have a certificate, and no contract is legal which provides in any way for assistants who have no certificate.

5. Examiners are required to revoke the licenses of all

teachers who do not sustain a good moral character, or who are incompetent.

6. Teachers are required to attend the public examinations and institutes. Failure to do this without a reasonable excuse is an adequate cause for revocation of licenses. Teachers who wilfully disregard the law can claim nothing under it.

7. Teachers who can not or will not prepare the statistical work required of them should not be licensed. Examiners are urged to examine applicants upon the forms required in the daily registers.

8. These regulations apply to separate school districts as well as to the common school districts.

GENERAL REGULATIONS.

1. Evidence of good moral character should be furnished the examiner before the opening of the examination.

2. All applicants presenting themselves for the first time must be present on Thursday, June 18, 1891, register their names and give such other information as the examiners may require before they take a question paper.

3. The examination in each subject is restricted to the times named in the accompanying programme, so far as the same is practicable.

4. In the solution of problems every process should be indicated. The simple answer without the process will not be accepted.

5. Candidates will be informed by mail as soon as practicable, of the results of the examination.

6. Candidates will not be permitted to take to the examination room books or papers of any description.

7. Collusion or communication between candidates during the examination, or wilfull misrepresentation in statements furnished, will wholly vitiate their examination.

8. Each candidate must come prepared with legal cap paper, pens, ink, pencils and memorandum pads.

PROGRAMME FOR JUNE EXAMINATION, 1894.

Thursday morning, June 21, 9 to 12 a. m.—Registering, arithmetic, orthography, physiology.

Thursday afternoon, 2 to 5 p. m.—History, reading, geography, theory and practice.

Friday morning, June 22, 9 to 12 a. m.—Grammar, general questions, penmanship, United States system of land surveys.

Friday afternoon—Explanation of school law, directions as to registers, reports and other matters, by the county examiner or state superintendent.

This programme is a part of the regulations of the department, and should be followed strictly. Some examiners finish the work in an hour. This makes a farce of a great interest, and cannot be too severely condemned.

REQUIREMENTS.

A standing of eighty-five per cent. in each of the subjects, arithmetic, grammar and orthography, with an average standing of eighty-five per cent. in the rest of the branches, is required for a first grade certificate.

For a second-grade certificate, a standing of seventy-five per cent. is required in each of the three first named subjects, arithmetic, grammar and orthography, with an average of seventy-five as to the rest.

For a third grade certificate a standing of sixty in each of the special subjects, arithmetic, grammar and orthography is required, and an average of sixty as to the rest.

Provided, that no paper whose standing shows less than fifty per cent. will be considered in the average.

Candidates should aim to acquire not merely certain facts, but the well-digested knowledge and analytic power that

fit them to guide, criticise and instruct their pupils successfully.

When explanations are required they should be given with the same clearness, system and thoroughness that a competent teacher would use in instructing a class. All work should be of the best quality. The papers will be criticized as the work of teachers—not as that of mere pupils. In accordance with these suggestions, ten per cent. of the credits of the paper on grammar will depend upon the general excellence of all papers submitted, with reference to neatness, order, punctuation, capitalization, etc.

The scope of the examination will correspond to the subject-matter of the ordinary text-books. The following special suggestions are given to emphasize certain points and to indicate the work required :

Candidates should examine each question with great care and fully answer it, but should *write no more than is necessary*. Quantity will not be allowed as a substitute for quality.

In arithmetic the candidate should be familiar with the analysis of problems and deductions of rules, particularly in the elementary operations, common and decimal fractions, percentage and its applications, ratio and proportion, and measurement, and should give strict attention to arithmetical theory as well as practice. The composition of problems to illustrate rules or principles may be required.

In grammar and analysis note the proper use of capital letters, abbreviations and marks of punctuation, the definition of terms, parts of speech and their modifications, inflections, rule of syntax, the analysis of sentences, including principal and subordinate clauses and the modifiers of the different parts composing the same, and constructive work illustrating any of the foregoing.

PROGRAMME FOR COUNTY INSTITUTES.

Thursday morning, 9 o'clock.

Enrollment.

9:30 Review of Fundamental Rules in Arithmetic.
THOROUGH.

Conductor, ...

10:15 Drill in Fractions. (*Examples.*)

Conductor, ...

10:45 Whole Institute as a Spelling Class.

Conductor, ...

11:15 Paper—*Discipline.*

11:35 Discussion.

Afternoon.

2:00 Review of Nouns and Verbs—Open Books.

Conductor, ...

3:00 Review the Map of North America.

Conductor, ...

3:45 Review the Period of Exploration.

Conductor, ...

4:30 Adjournment.

Night.

8:00 Music.

1. Address—Morals.

2. Address—Better School Houses.

3. Address—How to Use Apparatus.

Conductors to be appointed by the examiners.

Addresses should be short, but by the best talent of the
county.

Friday may be arranged in a similar way.

Respectfully,

JOSIAH H. SHINN,

Superintendent Public Instruction.

EXAMINATION FOR COUNTY CERTIFICATES.

Thursday and Friday, March 16, 17, 1893.

Examiners will please give but one subject at a time, and take up the papers at the end of that time.

GENERAL QUESTIONS.

Thursday Morning, March 16, 9 to 9:30 o'clock.

1. Write your name in full; also your post-office address.
2. Give your age at last birthday; also the state or country in which you were born.
3. What was the grade of your last certificate, and where and when was it granted?
4. What special training have you had for the work of teaching?
5. When and where did you attend the last teachers' institute?
6. What educational journals are you taking, and what books have you read on the art of teaching?
7. How many terms or years have you taught?
8. Give reference as to moral character, ability to teach, etc.

ARITHMETIC.

Thursday Morning, 9:30 to 11:30.

(Answer any eight.)

1. $7 \left(1 \frac{1}{2} \text{ of } \frac{3}{14} \right) \div \frac{9}{14} = \text{what?}$
 $\frac{1}{6} \left(\frac{8}{3} \text{ of } 7 \right)$

2. Show how the first case of percentage is but a special application of multiplication of decimals.
3. What is the difference between simple interest and true discount?
4. What is the present worth of a bill of \$170 due in three months, reckoning money at 6 per cent per annum?

5. If .3 of an estate is worth \$7,500, what is the value of .48 of the estate?

6. A clock which loses four minutes in twelve hours is ten minutes fast at midnight on Sunday. What o'clock will it show at 6 o'clock on Wednesday evening?

7. The height of a tower on a river's bank is fifty-five feet; the length of a line from the top to the opposite bank is seventy-eight feet. What is the breadth of the river?

8. Which is the better investment, 3 1-2 per cent bonds at 91, or 4 per cent bonds at 103?

9. What sum will amount to \$3,213 in ten years at 8 per cent simple interest?

SPELLING.

Thursday Morning, 11:30 to 12:30 o'clock.

- | | |
|-------------------|------------------|
| 1. Clamorous. | 13. Ambrosial. |
| 2. Facetious. | 14. Chandelier. |
| 3. Arraignment. | 15. Resuscitate. |
| 4. Vassalage. | 16. Reservoir. |
| 5. Emergency. | 17. Maneuver. |
| 6. Legendary. | 18. Libelous. |
| 7. Bicephalous. | 19. Amethyst. |
| 8. Triennial. | 20. Ellipsis. |
| 9. Eulogize. | 21. Parasol. |
| 10. Piquant. | 22. Colloquy. |
| 11. Avalanche. | 23. Bicuspid. |
| 12. Disfranchise. | 24. Poignancy. |
| 25. Belligerent. | |

UNITED STATES HISTORY.

Thursday Afternoon, 1 to 2:30 o'clock.

1. Give a brief history of the Mound Builders?
2. Give an account of the settlement of Virginia.
3. What discoveries were made by the following men
John Cabot, De Soto, Balboa, Hudson?

4. What part of North America was settled by the French? by the English? by the Spanish?
5. State fully the cause and the results of the French and Indian war.
6. What were the causes leading to the Revolutionary war?
7. In what war was the battle of New Orleans?
8. Why was Henry Clay called "The Great Pacificator?"
9. Give an account of the Louisiana purchase.
10. Who were the principal commanders in the war with Mexico?

READING.

Thursday Afternoon, 2:30 to 3:30 o'clock.

1. What is good reading?
2. Define emphasis, name the different ways of making a word emphatic, and state when one method is preferable to the others.
3. Define inflection, and give a general rule for the inflection of the voice in reading or speaking.
4. Write the following sentence, and so mark it that it can properly be answered by yes or no; then write and mark it so that it cannot properly be answered by yes or no: "Will you take tea or coffee?"
5. Define rhetorical pauses and give two rules for making them. Mark the rhetorical pauses in the following: "And this to me he said."

GEOGRAPHY.

Thursday Afternoon, 3:30 to 4:30 o'clock.

1. Name the mountain ranges in the United States, and tell in which state and territory they lie.
2. Draw from memory a map of the state of New York. Put down rivers, cities, etc., with their names. (Make the map several inches wide.)

3. Where are Venice, Munich, Glasgow, Aylon, Cape Hatteras?

4. Describe the country, climate, people, government and exports of France.

5. Describe a large seaport of England, one of Russia and one of South America.

6. Draw a map of Tennessee, naming cities, mountains, rivers and adjacent states.

7. Give accurately the positions of these objects: Mt. Hecla, the Red river, the Black sea, the Euphrates river, the Sandwich islands.

8. Give a practical route to travel from Little Rock (the city) to Constantinople, spelling names in full.

GRAMMAR.

Friday Morning, 9:30 to 11:30 o'clock.

Presented rightly to the mind, the discoveries and generalizations of modern science constitute a poem more sublime than has ever yet been addressed to the intellect and imagination of man. The natural philosopher of to-day may dwell amid conceptions which beggar those of Milton. So great and grand are they that, in the contemplation of them, a certain force of character is requisite to preserve us from bewilderment.—*John Tyndall.*

The first six questions refer to the above selection.

NOTES—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate. 2. Subordinate clauses include (A) subject clauses; (B) objective clauses; (C) adjective clauses; (D) adverbial clauses. 3. In naming a clause, include only its unmodified subject and unmodified predicate. 4. A preposition with its object is called a phrase. 5. In naming a phrase, give only the preposition and its unmodified object. 6. A modifier may be a word, phrase or clause. 7. An object of a transitive verb is classed as a modifier of that verb. 8. Only eight

parts of speech were recognized—the articles *THE* and *A* forming a subdivision of adjectives and participles being one of the forms of verbs. 9. Infinitives are classed as modes of the verb. 10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent. 11. In giving a syntax of a noun or pronoun, give only the case and the reason for it. 12. Treat verbs as divided into two classes only, viz.: transitive and intransitive; a transitive verb may be used in the active or passive voice. 13. In parsing a verb observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement. Give the special use of an infinitive or a participle after tense.

1. Classify the following clauses: [*a*] *Than has been addressed*; [*b*] *Which beggar*; [*c*] *Force is requisite*.

2. State to what part of speech each of the following words respectively belong: [*a*] *More*; [*b*] *ever*; [*c*] *yet*; [*d*] *so*.

3. State what each of the following modifies: [*a*] *Presented*; [*b*] *sublime*; [*c*] *great*; [*d*] *requisite*; [*e*] *to preserve*.

4. Select [*a*] an infinitive; [*b*] a participle.

5. Select two adjectives and two adverbial phrases.

6. Select an adjective in each degree of comparison found in the above quotation.

7. Write a sentence containing an adverb modifying a phrase.

8. By sentences illustrate the use of *go* in each of its four principal parts.

9. Write a sentence containing a predicate noun attribute after a verb in the passive voice.

10. Reconstruct the following sentence so as to omit *if*:

If I had known that he was there, I would have remained.
Give the mode of each verb.

UNIFORM EXAMINATION QUESTIONS FOR COUNTY CERTIFICATES.

Thursday and Friday, June 15, 16, 1893.

Examiners are requested to give but one subject at a time, and to take up the papers at the end of the time.

GENERAL QUESTIONS.

Thursday Morning, 9 to 9:30 o'clock.

1. Write your full name and address.
2. Give your age at your last birthday.
3. How many terms of school have you taught, and where?
4. What was the grade of your last certificate?
5. What special training have you had for the work of teaching?
6. Did you attend the last institute in your county? If not, why?
7. Are you a member of a Teachers' Reading Circle, or Teachers' Association? Give name.
8. What books on teaching have you read?
9. Do you subscribe for, and read regularly, any educational journal?
10. Will you make a special effort to fit yourself to give the instruction required by law as to the United States system of land survey?

ARITHMETIC.

Thursday Morning, 9:30 to 11:30.

1. Define (a) subtraction; (b) reduction; (c) decimal. Illustrate each definition by an example.
2. Divide $\frac{5}{6}$ by $.0004\frac{1}{6}$.
3. Write a number that may be classified as concrete,

odd, composite, integral, and simple, and explain why it may be so classified.

4. Write with proper symbols or abbreviations (*a*) nine-degrees, ten minutes and thirty seconds; (*b*) five days, twelve hours, nineteen minutes; (*c*) the ratio of one-third to five equals the ratio of two-fifths to six; (*d*) the cube root of seven hundred twenty-nine equals the second power of three.

5. Reduce (*a*) 2 pk. 4 qt. to the decimal of a bushel; (*b*) $\frac{87}{44}$ acres, to the integers of lower denominations.

6. A note of \$285 bearing six per cent interest, given June 17, 1891, has endorsed upon it a payment of \$100, March 4, 1892. Find the sum due on the note November,

7. Divide 1 mi. 86 rd. 1 yd. 2 ft. 6 in. by 23.

8. If a grocer sells coffee that costs him 26 1-2 cents per pound in New York and 32 cents a hundred for freight and cartage, for 36 cents per pound, what is his gain per cent?

9. Find the list price of a phaeton, the net price of which after deducting trade discounts of 25 per cent and 10 per cent is \$108.

10. Find the diagonal of the floor of a room 18 feet by 60 feet. (Correct to two decimal places.)

NOTE—Colored third grade applicants take the first five.

ORTHOGRAPHY.

Thursday Morning, 11:30 to 12:30.

SPELL: Brief, plea, seize, liege, answer, council, counsel, witness, believed, attorney, counselor, councillor, perspicacious, characteristic, ratiocination, Georgia, Illinois, California, Santiago, Rio Janeiro.

DEFINE: Aisle, isle; straight, strait; ballad, ballet, ballet; lot; mind, soul, spirit.

PRONOUNCE: Again, bitumen, boatswain, cartridge, diaeresis, ennui, figure, highwayman, indigenous, lucid, mountainous, octogenary, orthoepy, salary, zoology, Pleiades.

NOTE—For three grades, spell; second grade, spell and define; first grade, the whole exercise.

UNITED STATES HISTORY.

Thursday Afternoon, 1:30 to 3.

1. Give the dates of the following events:

Raleigh's first colony, persecutions for witchcraft at Salem, Braddock's defeat and the presidential terms of Jefferson, Jackson and Pierce.

2. Give an account of the London and Plymouth companies.

3. Describe the plan of reconstruction.

4. What were the principles of the Whigs and name their greatest leaders.

5. Give an account of the settlement and government of North and South Carolina.

6. Describe the first continental congress and the acts of Great Britain that brought it about.

7. Name the leading events of Washington's administration.

8. Define the doctrine of state sovereignty.

9. Who were presidential candidates in 1860, and what parties did they represent?

10. Give the dates of the beginning and end of the three principal wars of the last hundred years.

NOTE—Third grade applicants may answer six.

READING.

Thursday Afternoon, 3 to 4.

1. State the order as to objects, words, ideas, sounds and letters in which should be taught to beginners.

2. Write a class of words and sentences in which children should be drilled, in first grades; in second grades, or a class in accordance with your own views.

3. Give your methods in full for teaching reading in Third and Fourth Readers.

4. Read and analyze a simple, a compound, and a complex sentence, selected by your examiner, giving subjects, predicates and modifiers of each of these elements.

5. Read selections.

NOTE—Third grades, omit number 4.

GEOGRAPHY.

Friday Morning 9 to 10.

1. Draw a map of the Mississippi and six of its tributaries, writing their names in the drawing.

2. Give the names of the capitals of these states: Ohio, Pennsylvania, Maryland, Missouri, Minnesota.

3. Tell what river or body of water each of these capitals is on.

4. Where is the Po river? Ceylon? Congo? The White Sea? Trinidad?

5. Name and locate exactly five bays and five peninsulas.

6. Where are these cities: Turin? Dresden? Queens-town? Natchez? Rochester?

7. Where are these mountains: Sierra Madre? Appenines? Ural? Catskill?

8. Draw a map of Georgia with names of rivers, towns and all bounding areas.

9. Give latitude and longitude of Charleston, Denver, London.

10. Name and define the zones, and tell how their boundary lines were first determined.

NOTE—Third grade applicants take the first six.

GRAMMAR.

First Grade Applicants from 10 to 12.

There is no monument that a man can raise to himself so

durable as a poem, or a sound, simple, original piece of prose. His literature will survive and he will live in it when his own personality becomes vague. Nothing else seems to last. A reputation for doing something is very often shifted from the supposed actor to someone else, and time, and the document-finding historians are always nibbling away reputations.

CHARLES DUDLEY WARNER.

The first seven questions refer to the above selection.

NOTE—A combination of subject and predicate is called a clause. Clauses are principal or subordinate. 2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses. 3. In naming a clause, include only its unmodified subject and unmodified predicate. 4. A preposition with its object is called a phrase. 5. In naming a phrase, give only the preposition and unmodified object. 6. A modifier may be a word, phrase, or clause. 7. An object of a transitive verb is classed as a modifier of that verb. 8. Only eight parts of speech are recognized, the articles *the* and *a* forming a subdivision of adjectives and participles being one of the forms of verbs. 9. Infinitives are classed as modes of the verb. 10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent. 11. In giving the syntax of a noun or pronoun, give only the case and the reason for it. 12. Treat verbs as divided into two classes only; viz. transitive and intransitive; a transitive verb may be used in the active or passive voice. 13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement. Give the special use of an infinitive or a participle after tense.

1. (a) Give the subject of the first clause, and (b) give its three modifiers.

2. Give (a) the subject of the clause beginning in line 3; (b) the predicate. What does the clause modify?
3. Classify as part of the verb, (a) *to last*; (b) *doing*. State the grammatical use of each.
4. Give the syntax of (a) *monument*; (b) *that*.
5. Give the syntax of (a) *poem* (b) *reputations*.
6. State to what part of speech each of the following belongs: (a) *so*, (b) *own*, (c) *vague*, (d) *else*, (e) *supposed*.
7. Select (a) a verb in the potential mood, (b) a verb in the passive voice.
8. Give the verb *lie* (to recline) in all the tenses of the indicative mood, naming the tenses. (Use *I* as the subject of each.)
9. Illustrate the use of *what* (a) as a pronoun, (b) as an interjection.
10. Illustrate the use of (a) an adverbial clause; (b) an adjective clause.

GRAMMAR.

Grammar for Second and Third Grade Applicants, 10 to 12.

1. What is the distinguishing characteristic of the verb?
2. Name the verbs in the following: "To whom being gone, almost spent with hunger I am fallen into this offense."
3. On what basis are verbs classed as regular and irregular?
4. Write five regular verbs; also five irregular verbs.
5. What is a transitive or causative object of a verb?
6. What classes of verbs do adverbs modify? Give an example of each, and designate.
7. Compare each of the following adjectives: large, beautiful, vertical, happy, evil.
8. Use each of these words correctly in a sentence: practical, practicable, contemptuous, contemptible.
9. State the distinction between these two sentences:

He is writing plainly. Plainly, he is writing.

10. Analyze: "It is chiefly through books that we enjoy intercourse with superior minds."

PENMANSHIP.

Friday Afternoon.

1. Describe the several movements of hand and arm in the formation of letters.

2. When would you begin to teach penmanship? Why?

3. Describe the position you would have pupils take in the writing class.

5. Write all the small letters in groups or classes according to the methods by which you would teach them.

6. Write the capital letters in the same way.

Physiology and hygiene, United States system of land survey. Examinations upon these branches will begin in September, 1893.

NOTE—All applicants who choose the special questions for third grade certificates must reach a standing of seventy-five per cent in each of the required studies and an average of seventy-five in the remainder.

EXAMINATION FOR COUNTY CERTIFICATES.

Thursday and Friday, Sept. 21 and 22, 1893.

1. The applicant should write on his arithmetic paper his name, age and post office address. His name should be written in the upper left hand corner of each sheet of paper used.

2. All work in the arithmetic should be fully given, and not merely the answer. The answers without the work are of no value. An answer wanting in an orderly and methodical statement, though correct in other respect, should not be graded as perfect. Neatness of work is of great value.

3. The spelling must estimate upon the applicant's spelling of the words used in grammar, history and reading.

ARITHMETIC.

1. (a) Define notation, numeration, multiple, product and factor. (b) Write in words 147; 100,047, and .147.
2. What part of $\frac{3}{7}$ is $\frac{2}{1-2-7}$ is $\frac{2-3}{2-3-7}$?
3. (a) Reduce 28 bu. 3 pk. 5 qt. to bushels; (b) $\frac{2}{7}$ mi. to rods, yards, feet and inches.
4. If 18 men dig a trench 150 ft. long, 6 broad, 4 ft. 6 in. deep in 12 days, how long will 16 men take for a trench 210 ft. long, 5 ft. broad, and 4 ft. deep?
5. What principal will amount to \$21,047.95 in 1 yr., 7 mos., 21 days at $4\frac{1}{2}$ per cent.?
6. Find the face of a note at 90 days that will realize \$850 when discounted at 7 per cent.
7. Divide $\frac{3}{7}$ by $\frac{5}{9}$, and give the reasons for each step.
8. Tape needles cost 2-5c. each; are sold for 2c. What is the per cent. of profit on their cost?
9. If the time is 9 mos. 24 days and the rate per annum is 5 per cent., what per cent. of the principal is the interest?
10. Which will yield the largest profit, 8 per cent. stock at a premium of 20 per cent., or 5 per cent. stock at discount of 20 per cent.?

SURVEYING.

1. Give a brief outline of the United States system of land surveying.
2. Locate the principal meridian and the base line that crosses Arkansas.
3. Sub-divide a congressional township into sections, numbering them in accordance with United States survey.
4. Plat the E. 1-2, S. E. 1-4, section 13, T. 2 N., R. 3 W., 5th P. M.
5. Plat the W. 1-2, N. W. 1-4, section 17, T. 3 S., R. 5, 5th P. M.

READING.

1. What means may be employed to excite an interest in reading?
2. Give the reasons for discarding the old method of teaching reading by first teaching the alphabet.
3. State the uses and limitations of concert reading.
4. For what objects should pupils be instructed (a) in silent reading; (b) in oral reading?
5. What benefit should result from supplementary reading matter?

PHYSIOLOGY.

1. (a) What is the character of venous blood? (b) Of the arterial blood?
2. What is the effect upon the blood of breathing an atmosphere charged with carbonic oxide?
3. Explain the office of (a) a muscle; (b) of a tendon.
4. What steps should the teacher employ to ascertain the visual power of a child? The same for hearing.
5. Mention two substances that flow from the blood (a) through the skin; (b) describe the action of the skin.

GEOGRAPHY.

1. Name two republics, five kingdoms and three empires in Europe.
2. Name the foreign possessions of Great Britain. Name the four largest of the West Indies. Of the East Indies.
3. Locate Genoa, Alexandria, Melbourne, Bombay, Canton.
4. On what waters would you sail in going from St. Petersburg to the Crimean Peninsula?
5. What are canals? What river is remarkable for its numerous and deep canals?
6. Name and describe the largest river in Africa.
7. Locate the island of St. Helena, and state some important fact that makes the island noted.

8. Give the name of a large city (not the capitol) in each of the great countries of Europe, and tell for what each city is noted.

9. Give three principal causes that effect climate.

10. Name four large rivers that rise in the Alps, and the body of water into which they flow.

HISTORY.

1. What was the cause of the war with Tripoli? Who were the commanders in that war?

2. Make a list of the important events of Washington's life.

3. What states had claims to western lands, and what disposition was made of these claims?

4. Tell the story of Aaron Burr.

5. Describe Indian affairs during Jackson's administration.

6. Give the important events of President Polk's administration.

7. What was the Wilmot proviso?

8. What was the Kansas-Nebraska bill? Who was its author?

9. Tell about Major Anderson.

10. Tell the story of the Modocs.

GRAMMAR.

On the great highway of progress whereon the generations slowly rise to higher planes, station and time are allotted to each; and, if when our workday closes we leave a path whereby following may climb to purer air and broader views, our task has been well done.

1. Give the principal and the subordinate clauses in the above sentence.

2. Tell what kind of clause each clause is, and what it modifies.

3. Give the phrases and tell what kind each is, and what it modifies.
4. Give mode, tense, number and person of the verbs.
5. Parse (a) whereon and whereby; (b) following; (c) each.
6. The following words have two plurals: Give the plurals and explain their uses: Brother, genius, penny, index.
7. They elected her queen. She wrings the clothes dry. Parse (a) queen, (b) dry. What kind of verb is wrings?
8. To study diligently means success.
Hast thou a charm to stay the morning star?
He came to learn.
Parse (a) to study: (b) to stay, (c) to learn.
9. Illustrate by a sentence the use of a personal pronoun after a comparative. Write a sentence whose subject is a clause.
10. Write a sentence containing a noun of the first person, in opposition with a noun or pronoun; and give the syntax of the nouns and pronouns in the sentence.

EXAMINATION FOR COUNTY CERTIFICATES.

Thursday and Friday, December 21 and 22, 1893.

1. Examiners will please separate the questions along the perforated lines, giving but one subject at a time and collecting all at the expiration of the time.
2. Due allowance should be made for each of the new studies in marking, but they should be made for each of the new studies in marking, but they should not be entirely overlooked.
3. Require full and complete work.

ARITHMETIC.

1. A commission merchant sold 1014 bushels of wheat at 41 cents per bushel, paid \$33.74 freight charges, and re-

tained $3\frac{1}{3}$ per cent commission. How much should he remit to the consignor?

2. Divide .001 by 1000. Multiply the product of .6 and .025 by quotient of $.86 \div .4$. Multiply 48 ten thousandths by two and one thousandth, and divide the result by one million.

3. If 8 men clear 30 acres of land in 63 days, working 10 hours a day, how many acres can 10 men clear in 72 days, working 12 hours a day?

4. A lad spent $\frac{3}{4}$ of his money for candy; if he had spent $\frac{2}{5}$ of it, he would not have spent as much as he did by 14 cents. How much money had he?

5. What fractional part of a mile is 3 rods. 4 yards. 2 ft. 6 inches?

6. The sum of $\frac{2}{3}$ and $\frac{4}{15}$ is diminished by $\frac{1}{10}$. How many times does the difference contain $\frac{3}{11}$ of the sum of $\frac{1}{8}$ $\frac{1}{9}$ and $\frac{1}{10}$?

7. To what common fraction is $\frac{1}{2}$ per cent. equal? What per cent. is $\frac{1}{8}$ of .625.

8. How much railroad stock at a premium of 9 per cent. can be bought for \$3,815, brokerage not included?

9. In what time will the interest on \$8,432 amount to \$1,005.516 at 4 and one-half per cent?

10. A bankrupt is indebted as follows, viz: To A \$600; to B \$448; and to C \$960. He owns property amounting to \$753; how much can he pay to each creditor?

- | | |
|-------------------|------------------|
| 1. Rancorous. | 11. Conciliate. |
| 2. Incessant. | 12. Fascinate. |
| 3. Supersede. | 13. Dalliance. |
| 4. Scurrilous. | 14. Inseparable. |
| 5. Symmetry. | 15. Barricade. |
| 6. Antecedent. | 16. Exonerate. |
| 7. Coliseum. | 17. Annular. |
| 8. Intriguers. | 18. Agility. |
| 9. Conscientious. | 19. Bounteous. |
| 10. Inscrutable. | 20. Colleague. |

21. Use in sentences: Accept, except, immigrate, emigrate, inspiration, aspiration, respiration.

UNITED STATES HISTORY.

(Answer any eight.)

1. What are the names and points of difference between the first political parties of the United States?
2. Name the four greatest presidents of the United States. What qualities made them great?
3. State salient points of each of the following engagements: Du Quesne, New Orleans, Antietam, Donelson, Gettysburg.
4. State the difference between the provisions of the "Missouri compromise" and the "Wilmot proviso."
5. What were the boundaries of the territories of the United States after the close of the revolutionary war—north, south, east and west?
6. Give the names, dates and immediate results of six important battles of the civil war.
7. Describe the Erie canal. What was its effect upon the country?
8. State facts in regard to each of the following: (a) Philip Livingston, (b) Robert E. Lee, (c) George Bancroft, (d) Horace Greeley, (e) William H. Seward.
9. Give an account of the Hartford convention.
10. Name five political leaders of the period of Jackson's administration; five of the civil war period.

READING.

Read any selection made by the examiner.

UNITED STATES SYSTEM LAND SURVEY.

(Answer any six.)

1. In what township and range is your home school-house located?
2. How are townships and ranges numbered?

3. How many acres in a township? Why does the quantity vary?
4. Why do sections on the west and north side of a township vary in size?
5. Plat a township, numbering the sections.
6. Give the legal quantity of land in 1-2 section, 1-4 section, 1-4 of 1-4 section.
7. Plat a section and show by an X the n. e. 1-4, s. w. 1-4, section 10. Give its contents in acres.
8. Write in words: s. w. 1-4, n. e. 1-4, section 5, t. 2 s., r. 21 w., and tell its probable location.

PHYSIOLOGY AND HYGIENE.

(Answer any eight.)

1. Give structure and function of the skin. State reasons for bathing and habits of cleanliness.
2. Describe the heart; the arterial circulation; the venous circulation.
3. Tell where and how the blood is mainly purified. Name two organs that assist in purifying the blood.
4. Describe the spine.
5. What is the patella? What relation does it bear to the rest of the skeleton?
6. What is meant by heredity?
7. What is disease? How is it to be avoided?
8. State some of the evils, both physical and moral, resulting from the use of narcotics.
9. By what organ is the pancreatic juice secreted, and what is its functions?
10. How does the number of veins in the body compare with the number of arteries?

GRAMMAR.

(Answer any eight.)

1. Write sentences to illustrate three different uses of the infinitive.

2. State clearly the distinction between complex and compound sentences, and give an example of each.

3. Write the nominative plural of each of the following words Amenuensis, fly, monarch, I, she, he, cargo, potatoe, dwarf, handful, stratum, ox, hypothesis, mother-in-law, sheep.

4. Write a sentence in which a participle modified by an object is used as an adjective element.

5. "I thought him to be honest." Explain use of the expression, "him to be honest." Correct this sentence, giving your reasons: "Whom say ye that I am."

6. What is declension? Decline child, who, he.

7. Define grammar, syntax, etymology, synthesis and proposition.

8. Re-write the following sentences, correcting errors, if any, in them:

(a) "I will try and do my duty."

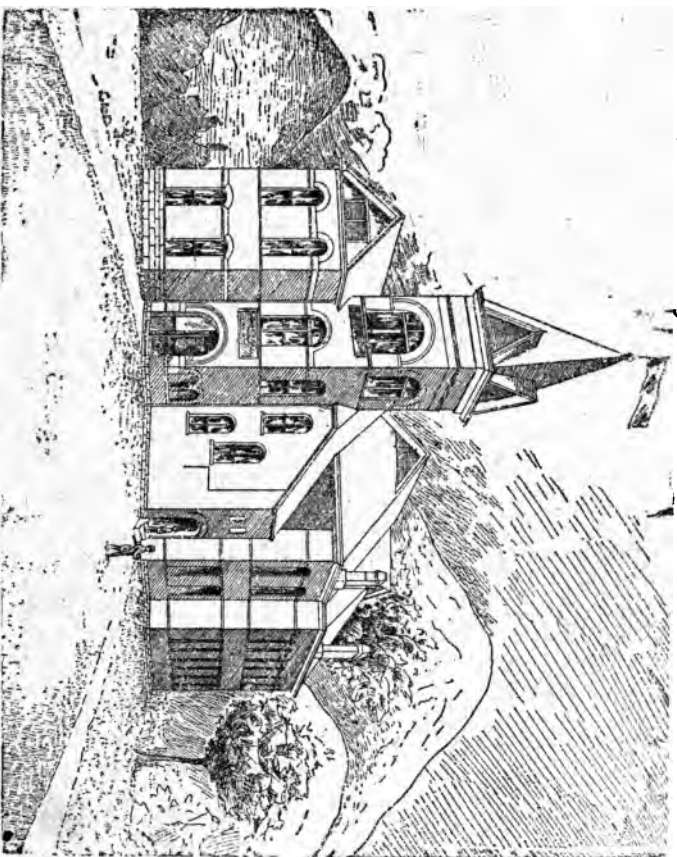
(b) "That kind of peaches is good."

(c) "Let each of them be heard in their turn."

(d) "I have received no information on the subject, neither from him or from his friend."

9. Give relations of the underlined elements: "*Who steals my purse* steals trash." "Love not sleep, *lest thou come to poverty*." "It is doubtful whether the boys understood *what I meant*."

10. "If you do not wish a man 'to do' a thing you had better get him to talk about it; for the 'more' men talk the 'more likely' 'to do' nothing 'else' are they." Parse words in quotation.



MOUNTAIN HOME BAPTIST COLLEGE.

THEORY AND PRACTICE.

(Answer any three.)

1. Name three things necessary for mental growth.
2. In what does the sentence method of teaching differ from the word method?
3. What are some of the advantages of the sentence method?
4. What is the kindergarten system?
5. What do you understand by the science of education?

GEOGRAPHY.

(Answer any eight.)

1. Name the Mediterranean coast countries of Africa and give the capital of each.
2. State the form of government of Brazil, Turkey, France, Russia, Belgium, Italy.
3. What is meant by irrigation? Where is it most practiced in the United States?
4. Locate Tokio, the Phillippine Islands, Naples, Mecca, Calcutta, Snow Mountain, Isle of New Caledonia.
5. What are the principle exports of France? Of Japan?
6. Is the North Pole in sunlight, or in darkness, December 22d? Give reason for your answer.
7. What is the situation of all places whose true time agrees with that of New York city?
8. Name the country or countries from which we obtain the following articles: Tin, coffee, spices, silk goods, kangaroo leather?
9. Where does it rise, what does it drain, and into what does it flow? The Congo, Tigris and Euphrates, Volga, Yukon.
10. In going from St. Petersburg to Bombay by steamer, nearest route, over what waters and by what countries would you pass? Name five seas bordering on Russia. What possessions has Great Britain in the Americas?

PENMANSHIP.

1. Give directions for position and pen-holding.
2. Give analysis of u, w, l, g, r.
3. Make all the one-space letters; the two-space letters.
4. Give analysis of the capital letters, D, W, J, B.
5. What should be the chief aim in teaching movements?
Name the different kinds of movement.

EXAMINATION FOR COUNTY CERTIFICATES.

March 15 and 16, 1894.

1. Examiners will please separate the questions along the perforated lines, giving but one subject at a time and collecting all at the expiration of the time.
2. Due allowance should be made for each of the new studies in marking, but they should not be entirely overlooked.
3. Require full and complete work.

ARITHMETIC.

1. Define (*a*) prime number, (*b*) compound number, (*c*) least common multiple, (*d*) present worth.
2. What is the difference between $7 \times (5.5 \text{ plus } 4 \text{ } 1\text{-}4)$ and $7 \times 5.5 \text{ plus } 4 \text{ } 1\text{-}4$?
3. My house is insured at 3-4 per cent for three-fourths of its value, the premium amounting to \$21; what is the value of the house?
4. How many cubic feet of water must be drawn from a reservoir 24 feet 6 inches long, and 20 feet 9 inches wide, to lower the surface 8 inches?
5. A man having a field 40 rods square sold to A 100 square rods, to B 4 acres, and to C 20 rods square. How much remained unsold?
6. Give (*a*) three rules in arithmetic, (*b*) three arithmetical principles, (*c*) three definitions.

7. What is the difference between the true discount and the interest on \$5,000 for 2 years 6 months at 7 per cent?

8. I have a room to carpet that is 30 feet long and 27 feet wide. Which is the cheaper, to buy yard wide carpeting at \$1.25, or carpeting 3-4 yard wide at \$1, and how much?

9. I have a 30-day note for \$980 discounted in bank at 6 per cent.; how much wool will the proceeds purchase at 30 cents per pound?

10. A man sold 320 acres of land, which was 20 per cent of 75 per cent of his whole farm. How many acres had he left?

UNITED STATES HISTORY.

1. Give in brief the general differences in character, habits, and ideas between the colonists who settled in Virginia and those who settled in New England.

2. Mention one discoverer from each of these nations: English, Spanish, French, Portugues, and his principal discovery.

3. What were the main points of contest in the second war with England and what were the most decisive victories in that war?

4. What territory has the United States acquired by purchase? By conquest? By annexation?

5. For what is each of the following: (a) Walter Raleigh? (b) John Smith? (c) La Salle? (d) De Soto? (e) Balboa?

6. Name the three inventions in the United States which you consider of the greatest public benefit. Give the reasons for your opinion. Name the inventors.

7. What causes led to the Mexican war? What were the results of the war? Name the most noted commander on each side?

8. Why was the International exhibition of 1876 held at Philadelphia?

9. Name the governor of this state during the civil war.

10. Name a prominent historical fact of 1620, 1781, 1800, 1861, 1865, 1876.

Second grades take any eight; third grade any six.

GRAMMAR.

1. Give an example of a finite verb; intransitive; redundant. Define each.

2. Give three ways of distinguishing gender. Illustrate.

3. What is the number of these words : remains? committees? eaves? coffees? 'score? dozen? measles? news? ways?

4. Use a sentence containing a co-ordinate and a subordinate conjunction.

5. Use *except* and *save*, first as prepositions ; second as conjunctions.

Assurrey hills to mountains grew
In sight of Selbournes loving view
He told how teal and loon he shot,
And how the eagles eggs he got;
The feats on pond and river done.

1st. Correct all mistakes. 2d. Parse Surrey; Hills. 3d. What is the participle of *grew*? 4th. Give person and number of *grew*. Why? 5th. Conjugate *told*. 6th. What are the objects of *told*? 7th. What does *how* modify? 8th. What kind of an adverb is *how*? 9th. Parse *feats* and *shot*. 10th. Give case and number of *teal* and *loon*.

UNITED STATES SYSTEM LAND SURVEY.

1. A owns the E 1-2 of section 20, the N E qr. qr. of section 10; and the S W qr. of section 8. The first piece is assessed at \$50 per acre and the two remaining pieces at \$25 per acre. The rate of taxation is 2 1-2 per cent. What does he pay.

2. How far is it traveling on section lines from (shortest distance) S W corner of the S E qr. of section 11, T 4 S. R. 6 W to the N E corner of the N W 1-2 of section 21, T 3 S, R 5 W?

3. How many acres in each legal subdivision of a section?

4. Write in words : S W 1-4 S W 1-4 section 18, R 8 E. What is it worth at \$1.25 per acre? In what direction is it from you?

5. From what point are the surveys of Arkansas numbered?

GEOGRAPHY.

1. Describe North America, giving shape, dimensions, slope and drainage.

2. Contrast the climate of New Orleans with that of Denver, and explain the causes of the differences.

3. A vessel loaded with wheat starts from Chicago to Hamburg, Germany; name the bodies of water through which it must pass, going the most direct practical route.

4. Locate the following Texas cities, and name the chief product of the section of state in which each is situated: Beaumont, Waco, Vernon, San Antonio, Rusk.

5. Explain the causes of the change of seasons in the temperate zones.

6. Explain how to teach to a class of beginners the definitions of the following terms: Lake, mountain, river, peninsula, strait.

7. Name five of the great valleys of the world, together with some of the products of each.

ORTHOGRAPHY.

Second and third grades may omit Nos. 2, 5 and 8.

1. Define (a) letter, (b) syllable, (c) word, (d) vowel, (e) consonant.

2. Write a phonetic chart of the vowels.

3. Define (a) diphthong, (b) trigraph, (c) accent, (d) prefix, (e) suffix.

4. Define and give example of (a) primitive, (b) derivative, (c) compound word.

5. Give rules for spelling the following derivative words: Censuring, movement, drumming, benefited.

6. Make a list of diacritical marks, with names.

7. When would you begin teaching a child the sounds of letters? Why? How would you teach spelling to third year pupils?

8. To what extent would you use (a) the dictionary, (b) diacritical marking in teaching spelling to advanced pupils?

9. Correct all mis-spelled words and indicate completely the pronunciation of the following words: Number the words.

- | | |
|------------------|----------------|
| 1. Reference. | 11. Preserve. |
| 2. Transferable. | 12. Pursuance. |
| 3. Crystalize. | 13. Perswade. |
| 4. Buffalo. | 14. Purchase. |
| 5. Duodecimo. | 15. February. |
| 6. Postal card. | 16. Galows. |
| 7. Maggot. | 17. Dromedary. |
| 8. Apothacary. | 18. Embarass. |
| 9. Beleive. | 19. Guttural. |
| 10. Deceive. | 20. Isinglass. |

READING, AND THEORY AND PRACTICE.

1. Mention two prominent objects to be kept in view in teaching pupils to read.

2. For what purpose should a teacher read orally for pupils?

3. How does the ability to read understandingly affect other studies?

3. What is meant by emphasis? By accent? By rhetorical pause?

5. Define phonetic spelling. State its advantages.
6. Give three results to be obtained from supplemental reading.
7. State the different ideas that may be brought out by emphasizing the different words of the following sentence: "Did you give him a ripe orange?"
8. How do you judge of a pupil's progress in oral reading? How in silent reading?
9. Name your method of obtaining distinct articulation in your reading exercises.
10. For a fourth reading lesson state what preparation is needed on the part of the teacher and pupil respectively.

PHYSIOLOGY.

(Second and third grades take any eight.)

1. Give the composition, structure and uses of the bones.
2. The same of the muscles.
3. What are corpuscles of the blood? Of what use are they?
4. Discuss the subject of digestion under the following heads: Organs of digestion, steps in the process, functions of each set of organs, hygiene.
5. What is a stimulant? A narcotic?
6. Name four inducements which it is proper to place before the pupils to induce them to abstain from use of stimulants and narcotics.
7. What do you understand by the coagulation of the blood? What useful purpose is served by coagulation?
8. In what ways is the use of tobacco injurious to boys?
9. What cautions are necessary to be observed to avoid injuring the eyesight of pupils in school?
10. What is the effect upon the blood of the continued use of alcohol?

PENMANSHIP.

1. Make and name the principles of a system of penmanship. Name system.

2. (a) When should the child begin to write? (b) What materials does he need?
3. Analyze u, m, H, Y, I.
4. (a) How are the small letters classified? (b) Capitals?
5. Name some advantages of learning to write early in the course.

EXAMINATION FOR COUNTY CERTIFICATES.

June 21 and 22, 1894.

1. Examiners will please separate the questions along the perforated lines, giving but one subject at a time and collecting all at the expiration of the time.
2. Due allowance should be made for each of the new studies in marking, but they should not be entirely overlooked.
3. Require full and complete work.

THEORY AND PRACTICE.

1. Draw a contract between yourself and any set of directors for a term of school lasting five months, at fifty dollars per month.
2. Write a daily programme for a rural school, giving to each class and subject such proportion of time as will enable a teacher to teach the common school branches effectively.
8. In primary work which is preferable, teaching concretely or abstractly, and why?
4. How would you teach a third reader class—(a) As to lesson assignment. (b) As to method of study. (c) As to recitation?
5. The examiner may pursue this subject at pleasure until he is satisfied that the applicant is sufficiently well grounded in the principles.

ORTHOGRAPHY.

1. Define spelling. Give three rules for spelling.

2. Write a chart of vowels, giving Webster's diacritical notation.

3. Mark the accent and pronunciation of the following words: Accented, Calm, Alternate, Machine, Deficit, Impious, Parent, Acclimated.

4. Spell the following:

Concentration,	Exaggerate,
Especially,	Ventilation,
Differentiate,	Declarative,
Parallelism,	Habitable,
Laboratory,	Marginal,
Familiarize,	Legitimate,
Anonymous,	Appendix,
Facetious,	Optician,
Emaciated,	Qualitative,
Illiterate,	Victimized,
Preparation,	Typical
Intelligent,	Debatable.
Imperative,	

The examiner may vary the list to suit the different grades.

UNITED STATES HISTORY.

I. (a) Name three important battles of the civil war, and give the date, the location and the commanding generals for each. (b) Give your reasons for considering these battles important.

II. (a) Name three statesmen, prominent contemporaries of Lincoln. (b) Three more, contemporary with Jackson. (c) Three more, contemporary with Washington. (d) Three more, prominent in colonial history between 1750 and 1776.

III. When and how was the government of the confederate states organized? Of what states was it composed? That is, give an outline of events from November, 1860, to March, 1861.

IV. (a) To what portion of the present United States did

England relinquish her claim by the treaty of 1783? (b) What portion was secured later from France? (c) What portion from Spain? From Mexico, directly and indirectly?

V. (a) When and by what people was Maryland settled? (b) Pennsylvania? (c) Rhode Island and Providence plantations?

VI. Oral questions by the examiner.

PHYSIOLOGY AND HYGIENE.

1. Describe the Eustachian tubes.
2. Define food.
3. Name two kind of animal food that are least digestible.
4. Describe the capillaries.
5. Name the organs of respiration.
6. Name two kinds of nervous tissue.
7. Which part of the eye absorbs the superfluous light that enters it?
8. What is reflex action?

PENMANSHIP.

1. Give the principles used in the formation of the letters. What is the proper slant of the letters?
2. What letter is the basis of spacing the height of the letters? The width? What general rule should govern shading?
3. Give the analysis of n, b, y, and S, H.
4. How should the pen be held?
5. What is the correct position of the body? Of the paper.
6. Write in scrip any selection assigned by the examiner.

UNITED STATES LAND SURVEYS.

1. Plat the s. w. I-4, s. w. I-4, s. e. I-4, Sec. 17, T. 20 N., R. 2 w.
2. What is a deed? Who is the grantor? What is the consideration? Why is a deed recorded?

3. Why does a wife sign a deed? Before whom are the signatures to a deed acknowledged?

4. Write a deed from A and wife to B and wife, conveying the south half of section eight, in township three north, range seventeen west, in fee simple at two dollars and twenty cents per acre, with covenants, acknowledgments and certificates.

5. The examiner will ask such other questions as he desires.

GRAMMAR.

1 When Bishop Hargrove ceased to speak, Chancellor Gar-
2 land arose slowly and advanced to the center of the platform,
3 and Dr. Kirkland came out a little way from the group on
4 the left. Chancellor Garland faced his almost youthful-
5 looking successor, and said it was both with regret and
6 pleasure he arose to discharge his last service as chancellor
7 of the university. For forty years he had borne the burden
8 and responsibilities of the government of high institutions
9 of learning, and those present might rest assured that feel-
10 ing as he had always felt the real sense of these responsi-
11 bilities, he spoke with truth in saying he laid off these bur-
12 dens with relief. He regretted, of course, to be no longer
13 able to serve the university with the vigor he once had, for
14 he was fond of work, and he loved to have his hands full of
15 work; but he rejoiced to lay them on the shoulders of a
16 young man, and one more able to bear them, and he here-
17 with invested him with the seal of the university. He might
18 also, owing to his age and experience, add a word of coun-
19 sel. No man is fit to govern others unless he can govern
20 himself, and his successor should find the greatest difficulty
21 in the government of young men in first maintaining his
22 own self-government. You may lay anything upon young
23 men if done with sympathy. There is but one way in the
24 world to manage young men, and that is to treat them as high-
25 minded and honorable men.

1. Select and write out all of the dependent clauses, and state each modifier—

2. (a) Give one modifier of *ceased* (line 1), (b) two modifiers of *to be able* (lines 12 and 13).

3. To what part of speech does each of the following belong: (a) *Almost* (line 4), *both* (line 5), *more able* (line 16), *herewith* (lines 16 and 17), *high-minded* (lines 24 and 25).

4. Parse *in saying* (line 11).

5. Give the syntax of *successor* (line 5), *fond* (line 14), *way* (line 23),

6. Classify all the transitive and intransitive verbs. Name all the auxiliaries and state the office of each.

Give a synopsis of *laid* in all the tenses of the indicative mode, active voice.

8, 9, 10. The examiner will ask such other questions as his judgment may dictate, having reference specially to the grade of certificate the applicant desires to make.

GEOGRAPHY.

1. Describe the Mississippi Valley—*i. e.*, either mention the states drained by the Mississippi and its tributaries (distinguish whether partly or wholly drained) or tell what states the watershed runs through, and how the adjoining drainage areas are drained.

2. Countries and places which lie in the same latitude do not always have the same climate and natural products. Give an instance and explain the difference.

3. Locate Honolulu, Jamaica, Cape Horn, Port Said, Marseilles, Bremen, Halifax, Duluth, Galveston, the proposed Nicaragua canal.

4. Name (*a*) six monarchies and (*b*) six republics, giving the capitol city and official language of each.

5. (*a*) Name and locate two important rivers and two important towns of Africa; two important cities of Asia; two important rivers of Europe. (*b*) Name two countries of which wool; two of which cotton; and three of which wheat, is a staple product.

READING.

1. What is reading? Name four points to which good reading requires special attention.
2. What is accent? What is emphasis? Name four ways in which emphasis may be expressed.
3. What are pauses? What should determine the length of the pause? Define grammatical pauses. Rhetorical pause.
4. What is inflection? Name the kinds of inflection. Write sentences to illustrate each.
5. How do you assign a reading lesson? How do you encourage the use of the dictionary and other books of reference?
6. Read selections from the fourth reader.

ARITHMETIC.

1. If a man can earn \$37 1-2 in 8 3-4 days, working 7 3-7 hours a day, how much can he earn in 9 1-3 days working 5 3-4 hours a day?
2. A man having a piece of land, the sides of which are 616 feet, 671 feet, 737 feet and 792 feet, wishes to enclose it with a fence having panels the greatest possible equal length; what will be the length and number of panels?
3. Find the missing term in the proportion 2-5 is to 7-15 as (?) is to 3 bu. 3 pks, 2 qts. 1 pt.
4. Washington is 77° 0' 36" W. of Greenwich; Paris is 2° 20' 22" E.; when the time at Paris is 20 min. 32 sec. after 2 p. m., what is the time at Washington?
5. Reduce 6-64 to (a) a decimal; (b) to a fraction whose denomination is 96; (c) to the form of per cent; (d) to the form of a couplet expressing ratio.
6. The use of \$800, at 8 per cent for 3 yr. 4 mo. and 24 da. is equivalent to the use of \$600 at 6 per cent for what length of time?
7. A man bought 80 shares of bank stock at 98; he

held it for 2 yr. 6 mo., receiving a semi-annual dividend of 5 per cent on the same, and then sold it at 104; money being worth 8 per cent simple interest, what was his gain?

8. 9. 10. The examiner will please supply three other questions. This is done to detect the fraudulent work of those who may have unlawfully secured the questions, and to enable the examiner to vary the questions to suit the different grades. Other oral questions should also be employed.

CHAPTER VIII.

OUR EDUCATION EXHIBIT AT THE WORLD'S FAIR.

By a special act of the legislature the superintendent of public instruction was authorized to make an exhibit of the educational progress of the state at the World's Columbian Exposition held at Chicago in 1893.

The appropriation was small, but it was all sufficient for the purpose and enabled the state to make a showing that will forever be an honor, and out of which will come a better outside sentiment for the state. We have been seen more nearly as we are and this seeing has elevated us in the eyes of the seeing world. It is a credit to the legislature that it warranted this exhibit, and a greater credit to the schools that they made the showing. The best of the world's work in educational polity was displayed, and prominent in that display stood the public schools of Arkansas with a choice lot of excellent work.

In carrying out the mandate of the legislature the following circular was issued and distributed largely in every county of the state :

"ARKANSAS EDUCATIONAL EXHIBIT.

Public schools of.....

.....Grade. Average age.....years.

Done by age

.....Teacher.

To School Directors and Teachers Everywhere in the State :

During the next twenty days, I hope to have your co-operation in the preparation of a school exhibit for the World's Fair. Every school in the state is asked to contribute something. It is suggested that a series of examinations be held at once in all the school branches, and in all grades. Note the time employed upon each set of papers, and let the time be that usually given to such exercises. From each grade select all papers, or, if desired, the best papers, and in a given time have them copied upon exhibit paper of the size of this sheet, leaving a margin of one inch on the left side for binding and using only one side of the paper. The heading need only appear on the first page of each exercise, but the margin must be left on all. I will bind these papers in book form. Be careful to have the copies made in the most careful manner, keeping them clean. Take them up by grades and keep the grades separate. Have the subjects follow each other in this order in each grade: Spelling, arithmetic, grammar, geography, history, physiology, algebra, geometry, botany, rhetoric, physics and literature. At last tie all the papers, numbered consecutively, of each grade, in a neat bundle for shipment to me at Little Rock. The railroads will transport the packages free when addressed to me and marked "Arkansas Educational Exhibit." I urge every board of directors to lend its efforts to this affair, and to encourage the pupils in every way. One thousand sheets of paper will cost very little and will display the work of your school in a most creditable manner. Please start the work to day and do not let it lag. I desire and ask for the following pupil work from country

and town. Every teacher is invited and urged to contribute his mite and to represent his school. It is hoped that every newspaper will print this invitation and urge every school to send something. Every county examiner is urged to spread this invitation and to take charge of his county interests and to attempt to represent it thoroughly. Every principal or superintendent of a separate school is urged to exhibit the work of his school exhaustively. The following work of pupils is asked for and will constitute the school exhibit :

1. Examination papers by grades for binding.
2. Maps as prepared during the winter.
3. Copy books of the last year if worthy.
4. Geometrical drawing.
5. Drawing specimens.
6. Drawing tablets.
7. Art work.
8. The spelling tablets of the last year.
9. Work of the lowest primaries of all kinds.
10. Physiology drawings.
11. County and township maps by grades.
12. Botanical work.
13. Work in physics.
14. Specimens of boys' and girls' handiwork.

I also urge every board of directors in the state, or the people of every school district that has a school house worthy of exhibition, to have photographs of the same made at once, at least eight by ten inches in size. The children of the district should appear upon the card. Exhibit the children on the outside by grades or classes and on the inside at work. This feature is urged upon you as of great importance and as demanding your energies and labor without delay. Arkansas will exhibit her school resources in the main building, between Missouri and Ohio. This is her opportunity to lift herself above the gibes of enemies.

and the indifference of friends. It is a time for action, for heroism and for patriotism. If everybody will act vigorously the 1st of April will find a mass of educational matter in my hands that will honor Arkansas and prove her right to stand up and be counted. This is no idle matter. It demands your thought and the best work of your schools. Try to excel; do your best and begin at once."

This circular, together with a number of public addresses at various places by the superintendent of public instruction succeeded in awakening many localities to the importance of the work and in enlisting them in its favor. Too much praise and honor cannot be given these energetic, public spirited communities for their endeavors to make the work assumed by the state not only successful in itself but creditable in the fullest measure to the state and the great exposition.

The agitation developed the further fact that there were a diversity of ideas as to the success and value of the state's effort. Some teachers refused to enter the lists being disgusted as they said with the meager appropriation made by the legislature. They believed that an exhibit was the proper thing; that we had the educational resources wherewith to make an excellent showing; but they argued that brick could not be made without straw, and that the state had not met the demands of the occasion. The department gained the moral support of these thinkers while losing that practical help which they could and should have given.

Other very excellent gentlemen were of opinion that there was nothing in any educational system to exhibit and that all efforts to do the impossible would result in failure. Many of these were convinced by the circular and discussion that there were products of school work which were legitimately exhibitable and lent their efforts to reach the desired end.

States are wrestling with a problem of mass education be-

ginning in most cases at the sixth year of child life and running with more or less continuity through twelve years. It is evident that the systems adopted are in themselves exhibit-able for the highest objects of comparison. These systems comprehend the organic law, the statutory legislation, the departmental regulations, the rules of boards and of teachers. The method of grading, the number of grades and all the mechanical devices used in their operation are proper exhibits. The courses of study and their adaptation to the demands of the system are certainly excellent exhibits. The spirit of the people, their comprehensiveness of desire, their breadth of purpose, as well their thoroughness and power of execution are all attested by these varied exhibits. Beyond all these broader and deeper values come the exhibit of school powers as attested by the actual work of the children under the particular system. This latter work is suggestive of other and very important questioning. Shall the value of the system be tested by the picked work of choice students? If so, what percentage of the whole work shall be taken? How shall this percentage be gathered up? Is it not best to show all the work of all the children?

In exhibitions created by groups of men limited by the nature of the case, as in the fine arts, the choicest products should form the display. Nothing save the choicest forms should find place. It is the good we are after here, the very best; not the worst, nay not even the bad. And as Ruskin tersely puts it "you can't like good wood cuts as long as you look at bad ones." Exhibited art is a transcendent means for refining the habits and touching the hearts of the masses of the nation in their domestic life. The greater reason therefore that this art should be the selected best—that which most happily combines the *diletto* of the Italian with the *arete* of the Greek.

But with exhibits of school children the case is different. Here the judgment is to be upon the systematic and regular

development of the whole mass—the entire body, and not that of the gifted few, or the gifted at all. How far have you been successful in elevating and developing every child is the great question a wise man would put to a system of education. The answer to this question calls for the work of all, the good work and the bad, each answering for itself, and all speaking commendation or condemnation of the work in hand. Ruskin has asked very quaintly, “What do you suppose fools were made for?” And then with incomparable boldness he answers, and answers with absolute truth: “That you might tread upon them, and starve them, and get the better of them in every possible way? By no means. They were made that wise people might take care of them.” And where wise people set up systems which are ultimately to help the weak and foolish, the best test of their worth is not the product of those most nearly wise but that of all wise and foolish, weak and strong. By this test the influence of the system upon the mass may be known, and being known, may be altered, amended, or abolished.

The public school is an attack upon the natural waywardness and thoughtlessness of mankind; it seeks to change the erring tendencies of all classes into unerring ones; to show everyone opportunities which his unshown dullness would have lost. This can only be done successfully where all are permitted to run to the end and show their products whether they be good or bad. Do not push anyone into swollen rivalry with those who are everlastingly greater than he; but do not at the same time hang ribbons on the neck of those who are greatest and bar out those who have grown under your patient care, albeit even so much more slowly than the others. Let us see the *growth* of all and thereby judge whether your system for the development of growth be from God or man.

But the display of the child's work from a single state upon a scheme as comprehensive as the foregoing would

have required more space than the authorities could possibly assign. Hence the limitation, none but the best, went out from the leaders in Chicago, and educators elsewhere were relegated to a choice of obeying orders with a misleading exhibit, or of limiting their work more nearly to the demands of a truthful display along the limited lines of space.

They soon adopted the middle ground of making the display as nearly general as might be. All of an entire grade in arithmetic were taken; all of another grade in grammar, etc.; while in maps and drawings the best were selected. The effort was undertaken to show the work of from fifty to eighty per cent of the children rather than from five to fifteen. This was the plan in Arkansas and the results should be studied under this light.

The space allotted our state at Chicago was fifty feet in length by twenty. It was arranged for display purposes by erecting a partition wall of tongued and grooved flooring ten feet high along the whole rear length, and across each end. This gave 900 square feet of display space. To increase this five other partitions were erected from the rear to the front at regular distances apart which gave 1,250 square feet of additional space. This however was found to be insufficient and two more partitions each ten feet long were erected across the front giving 400 more feet, or a total of about 2600 square feet. Every particle of this surface was used, besides several large bench made tables, six chart stands and two library cases. This whole surface was first covered with cloth and then with school exhibits in drawing, etc. Over all of it was stretched a canopy of white muslin and on the floor was placed a cheap, though pretty straw matting. Six chairs and two handsome rockers with three very pretty tables gave the alcove a very homelike appearance. Two busts of Froebel and Pestalozzi invited thousands of visitors to enter and study the child work of

Arkansas. Altogether it was one of the coziest nooks in the Liberal Arts building.

The following is an outline view:

MISSOURI

20 X 10

TABLE 12 X 10

10 X 10

BOOK CASE

8 X 10

TABLE

3

53 X 10

TABLE

3

TABLE

FRONT
TABLE

7 X 9

TABLE

6 X 9

8 X 10

BOOK CASE

10 X 10

TABLE 12 X 10

20 X 10 TABLE

JAPAN

On a circular sign fourteen feet in length, suspended across the front in letters one foot high, was suspended the word:

“ARKANSAS.”

On a chart 9x6 feet, and placed on the central 7x9 partition, the following information was painted in large letters and read by thousands of passers:

1892.

1892.

STATE OF ARKANSAS.

Population 1,128,179

Children of school age, 6 to 21 418,566

Ratio:



Total number under school influence—Ratio:



Ratio on enumeration:



		Per ct.
Number white boys in public schools.....	98,832	24
Number colored boys in public schools.....	32,107	8
Number white girls in public schools	88,429	21
Number colored girls in public schools	32,087	8

Ratio black population to white:



Ratio black enrollment to white, 16 to 45:



Number children in public elementary schools.. 250,000
 Number children in secondary schools, public and
 private 10,000
 Number children in higher institutions 2,000
 Ratio in public schools :

21-22	
-------	--

Average attendance, 56 per cent. Ratio :

14-25	
-------	--

		Per ct.
White male teachers employed	3,110	55
White female teachers employed.....	1,358	24
Colored male teachers employed.....	880	16
Colored female teachers employed	293	5

Total teachers.. 5,641

Ratio:

11-20	5-20	3-20	1-20
-------	------	------	------

REVENUE.

State tax of 2 mills.. \$341,621 38
 Poll tax of \$1 per capita..... 167,419 81
 Local tax voted in 3,567 districts 571,923 20
 Appropriations by legislature 116,426 30

The local tax, the pulse of popular education in Arkansas! Eighty-five per cent. of all the districts vote the full local tax limit, 5 mills.

EXPENDITURES.

Teachers' salaries \$ 987,150 97
 Buildings 95,649 26
 Apparatus and other purposes 54,221 78

Commissions for disbursement.....	22,630.90
To university.....	26,100.00
Blind school.....	37,446.00
Deaf mutes.....	28,225.00
Normal schools.....	9,350.00

Total expenditures for public education..\$1,260,773 91

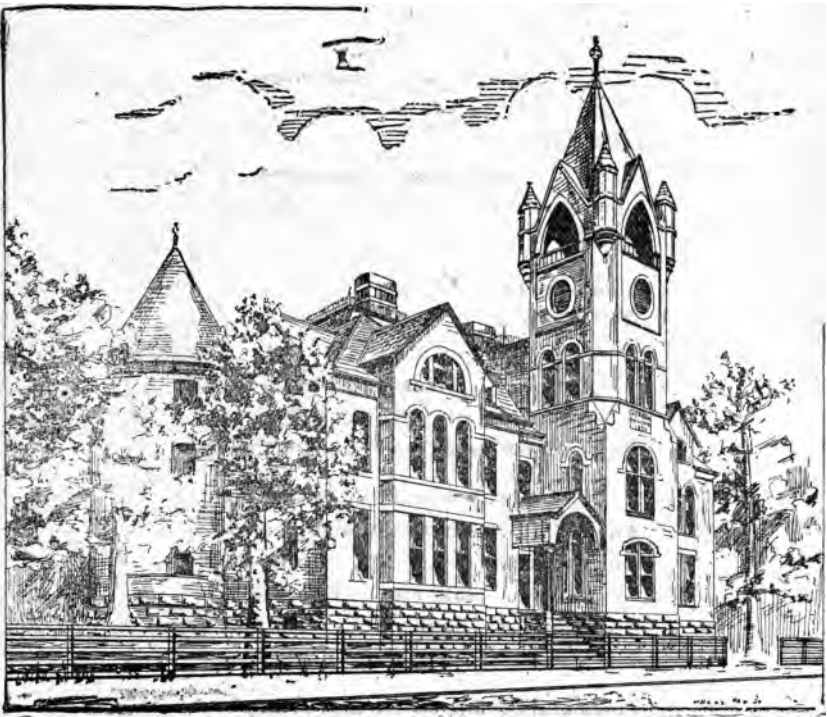
Total taxed wealth, \$180,053,068.00.

Education tax rate in 1892, 7 mills on the dollar.

Twenty other charts, 22 by 28 inches, conspicuously displayed contained the foilowing notes upon our system. These were studied carefully by hundreds of leading educators and thousands of people.

CHART No. I.

ARKANSAS EDUCATIONAL EXHIBIT.



PEABODY SCHOOL, LITTLE ROCK, ARKANSAS.

STATISTICS
AND
ADMINISTRATION,
1892.

CHART II.

ARKANSAS.

DEDICATED TO THE

Arkansas Educational Exhibit.

BY D. S. LANDIS,

Principal Public School, Lamar, Ark.

Pines and cedars, cedars and pines,
Ferns and flowers, flowers and vines,
Mistletoe boughs, masses of bloom,
Tangle of wood, mingled perfume ;
This is the land of dreamer's theme,
DELEON's fount, CORDOVA's dream.

A sun-land full with pine-land balm,
With cedar scent and Indian calm,
With purpling grapes, and corn and wine,
With mountain breeze and breath of brine,
With ceaseless songs of summer birds,
And endless thoughts unknown to words.

Sweet vi'lets blow and buttercups nod,
And daises dream with the golden-rod,
And morning mounts and ev'ning hills
Are bathed in gold among the rills ;
And mountain homes from wood and knolls
The rivers paint in many roles.

Pines and cedars, cedars and pines,
A land of ferns, a land of vines,
A land of rills and liquid tunes,
Land of poets' long afternoons,
With molten hills and molten mounts,
With lily-breath and moon-lit founts.

These are the hills of triple dreams,
Of artist tints and poet themes,
Of triple thoughts with triple wings,
Of wildest harps and finest strings ;
This is the land, the fuller leal
With echo-song and music real.

CHART III.
FACTS ABOUT THE CHILDREN.

1. ENUMERATION.

Total enumeration, 1890,	- - - -	405,587
Total enumeration, 1891,	- - - -	418,566
Increase,	- - - -	12,979
Total enumeration, 1893,	- - - -	422,252
Increase,	- - - -	3,682
Increase in two years	- - - -	16,665
Total white, male, 1891,	- - - -	158,370
white, female, "	- - - -	148,020
colored, male, "	- - - -	56,532
colored, female, "	- - - -	55,644
Total white,	" - - - -	306,390
colored,	" - - - -	112,176
male,	" - - - -	214,902
female,	" - - - -	203,664
Total white, male, 1892,	- - - -	159,180
white, female, "	- - - -	148,601
colored, male, "	- - - -	57,576
colored, female, "	- - - -	56,895
Total male,	" - - - -	216,756
female,	" - - - -	205,496
white,	" - - - -	307,781
colored,	" - - - -	114,471

CHART IV.

FACTS ABOUT THE CHILDREN.

II. ENROLLMENT.

Total enrollment, 1890,	- - - -	205,266
Total enrollment, 1891,	- - - -	242,117
Increase,	- - - -	36,855
Total enrollment, 1892,	- - - -	251,452
Increase,	- - - -	9,335
Increase in two years,	- - - -	46,190
Percentage of increase in two years,	- -	22 pr. ct.
Total white, male, 1891	- - - -	91,238
white, female, "	- - - -	84,049
Total white,	" - - - -	178,289
colored, male, "	- - - -	31,678
colored, female, "	- - - -	32,152
Total colored,	" - - - -	63,830
Total white, male, 1892,	- - - -	98,832
white, female, "	- - - -	88,429
Total white,	" - - - -	187,261
colored, male, "	- - - -	32,107
colored, female, "	- - - -	32,084
Total colored,	" - - - -	64,191
No. districts failing to report in 1890,	- -	1,447
No. districts failing to report in 1891,	- -	1,300
No. districts failing to report in 1892,	- -	112
Percentage of enrollment upon enumeration, 1891,		59.7
Percentage of enrollment upon enumeration, 1892,		60.0
Percentage of enrollment upon enumeration, in		
State of New York,	- - - -	1891, 58.0
No. children over 16, estimated from census,	-	146,000
Total practical enumeration, 6 to 16 years,	-	272,566
Total enrollment,	- - - -	242,117
Percentage of enrollment upon practical school age,		89.0

CHART V.

FACTS ABOUT THE CHILDREN.

III. AVERAGE ATTENDANCE.

Total males, 1891, - - - - -	63,474
Total females, 1891, - - - - -	60,151
Average attendance, 1891, - - - - -	123,625
Total males, 1892, - - - - -	71,441
Total females, 1892, - - - - -	69,004
Average attendance, 1892 - - - - -	140,445
Increase, - - - - -	16,820
Percentage of average attendance upon enrollment, 1891, - - - - -	.51
Percentage of average attendance upon enrollment, 1892, - - - - -	.56
Percentage of average attendance upon enrollment in State of New York, 1891, - - - - -	.53
Total practical enumeration, 6 to 16, - - -	272,566
Percentage of average daily attendance upon practical enumeration, 1892, - - - - -	.51
Best counties for enrollment: Grant, Lonoke and Pike,	
Best counties average attendance: Cross and Cleburne.	

PERCENTAGES.

White race on total enrollment, - - -	73 pr. ct.
	PLUS.
Colored race on total enrollment, - - -	27 pr. ct.
	NEARLY.
Males on total enrollment, - - - - -	51 pr. ct.
	PLUS.
Females total enrollment, - - - - -	48 pr. ct.
	PLUS.

DAILY ATTENDANCE.

The average daily attendance for the year 1891 was 123,625, or 51 per centum of the enrollment; 1765 districts failed to report.

The attendance for the year ended June 30, 1892, was 130,445, or 56 per centum of the enrollment. The gain was 16,820 children, or nearly 7 per centum of the enrollment of 1892; 1323 districts failed to report.

CHART IV.

FACTS ABOUT REVENUE.

1892—RECEIPTS.

The state tax yielded, - - - - -	\$ 341,621 38
The poll tax yielded, - - - - -	167,419 81
The local tax yielded, - - - - -	571,923 02
The sixteenth sections yielded, - - - - -	211 13
From other sources, - - - - -	15,094 17
Total, - - - - -	<u>\$1,096,269 51</u>

1892—EXPENDITURES.

For salaries of teachers, - - - - -	\$ 987,150 97
For purchase of houses or sites, - - - - -	5,021 74
For building or repairing, - - - - -	90,627 52
For purchasing apparatus, - - - - -	27,165 27
For treasurers' commissions, - - - - -	22,630 90
For other purposes, - - - - -	27,056 51
Total, - - - - -	<u>\$1,159,652 91</u>
Arkansas industrial university, - - - - -	26,100 00
Blind school, - - - - -	37,446 00
Deaf mute, - - - - -	28,255 00
Branch normal college, - - - - -	7,350 00
Normal schools, - - - - -	2,000 00
Total expenditures, 1892, - - - - -	<u>\$1,260,773 91</u>
Total property of state in 1891, the valuation	
which yielded this revenue, (1892) -	\$180,053,068 00
Or, 7 mills to the dollar.	

CHART VII.

FACTS ABOUT REVENUE.

1891-RECEIPTS.

The state tax yielded, - - - -	\$ 321,545 39
The poll tax yielded, - - - -	154,728 40
The local tax yielded, - - - -	600,102 40
From other sources, - - - -	10, 860 66
Total revenue - - - -	\$1,087,236 85

1891-EXPENDITURES.

For salaries of teachers, - - - -	\$ 907,141 59
For purchase of houses or sites, - - - -	4,209 88
For building or repairing, - - - -	104,166 27
For purchasing apparatus, - - - -	12,505 53
For treasurer's commissions, - - - -	30,077 77
For other purposes, - - - -	18,714 30

Total expense, - - - -	\$1,076,815 34
Balance expended, - - - -	10,421.51
Total real and personal valuation for	
1890, the valuation that yielded this	
revenue, - - - -	\$174,737,758 00

But the state appropriated to youths in--	
Arkansas Industrial University, - - - -	\$26,100 00
Blind school, - - - -	37,446 00
Deaf-Mute, - - - -	28,225 00
Branch Normal college, - - - -	7,350 00
Normal schools, - - - -	2,000 00
Public schools, - - - -	1,087,236 65

Total expenditures, 1891 - - - \$1,118,357 85
Or, 6-8 mills to every dollar of wealth.

CHART VIII.

FACTS ABOUT REVENUE.

COMPARE—

Arkansas,	-	-	-	-	-	-	-	6.8 mills
Mississippi,	-	-	.	-	-	-	-	6.9 mills
Texas,	-	-	-	-	-	-	-	4.8 mills
New England states,	-	-	-	-	-	-	-	4.4 mills
Massachusetts,	-	-	-	-	-	-	-	3.8 mills
New York,	-	-	-	-	-	-	-	4.5 mills

Excepting Mississippi, West Virginia, and six other northern states, Arkansas expended in 1891 more on her public schools in proportion to taxed wealth than any state in the union.

Iowa expended,	-	-	-	-	-	-	-	12.3 mills
Illinois expended,	-	-	-	-	-	-	-	14.4 mills
Kansas expended,	-	-	-	-	-	-	-	14.3 mills
Nebraska expended,	-	-	-	-	-	-	-	18.7 mills

The average in the United States is 5.6.

CHART IX.

Facts About the Cost of Educating. •

Expenditures in public schools, 1892,	\$1,159,652 91
Enumerated children, - - - -	418,566
Enrolled children, - - - -	242,117
Average attendance, . - - -	123,625
Average cost per child enumerated, -	\$2.80 per term
Average cost per child enumerated, -	.74 per month
Average cost for each enrolled child, -	4.80 per term
Average cost for each enrolled child, -	1.28 per month

These prices pay for teachers' salaries, school houses, school apparatus, school repairs, treasurers' commissions, and all other expenses.

They include the systematic education of our youth through the primary departments and through the high schools.

Eleven-fourteenths of the above rates will represent the cost of teaching alone in all the schools, from the lowest to the highest.

These figures are based upon the enrollment.

Should the average attendance be taken as the basis for the estimate each of these results would be nearly doubled.

That is to say, irregular attendance doubles the cost of our schools.

CHART X.

FACTS ABOUT LOCAL TAX.

1891.	
Total districts voting tax,	3,511
1892.	
Total districts voting tax,	3,567
Increase,	56
1891.	
Total districts voting no tax,	886
1892.	
Total districts voting no tax,	896
Increase,	7

CHART XI.

FACTS ABOUT THE NUMBER OF SCHOOLS

TAUGHT IN EACH COUNTY;

THEIR LENGTH IN MONTHS, AND THE AVERAGE LENGTH OF TERM
IN DAYS, TOGETHER WITH THE SAME FACTS
AS TO TOWN SCHOOLS.

Number of schools taught, 1891,	- - -	4,251
Number of schools taught, 1892,	- - -	4,725
Increase,	- - -	474
Total number of teachers employed, 1891,	-	4,945
Total number of teachers employed, 1892,	- -	5,641
Increase,	- - -	696
Schools not reported as to length of term, 1891,	-	694
Schools not reported as to length of term, 1892,	-	816
Number of months taught in the state, 1891,	-	16,297
Number of months taught in the state, 1892,	-	17,441
Increase,	- - -	1,144
Average number of days for each school, 1891,	-	76
Average number of days for each school, 1892,	-	74
Number white teachers employed in sixty-one town schools, 1891,	- - -	354
Number colored teachers employed in sixty-one town schools, 1892,	- - -	130
Total number teachers employed in sixty-one town schools, 1892,	- - -	484
Total school population in sixty-one town schools, 1892,	- - -	48,595
Average length of term in days,	- - -	116
(Or, one-eighth the school population has a school term of nearly six months.)		
Number teachers employed in nine cities, 1892,	-	212
Number days taught by these cities, 1892,	-	1,460
Average length of term in these cities in days,	-	162

CHART XII.

FACTS ABOUT PUBLIC SCHOOL STUDIES.

1891.

No. studying orthography,	-	-	-	-	188,552
No. studying reading,	-	-	-	-	168,514
No. studying mental arithmetic,	-	-	-	-	70,103
No. studying written arithmetic,	-	-	-	-	84,469
No. studying English grammar,	-	-	-	-	43,387
No. studying geography,	-	-	-	-	52,985
No. studying history,	-	-	-	-	24,973
No. studying higher branches,	-	-	-	-	3,610
No. studying penmanship,	-	-	-	-	97,547

1892.

No. studying orthography,	-	-	-	-	203,037
No. studying reading,	-	-	-	-	187,271
No. studying mental arithmetic,	-	-	-	-	80,778
No. studying written arithmetic,	-	-	-	-	97,098
No. studying English grammar,	-	-	-	-	53,726
No. studying geography,	-	-	-	-	63,693
No. studying history,	-	-	-	-	30,784
No. studying higher branches,	-	-	-	-	4,545
No. studying penmanship,	-	-	-	-	104,792

CHART XIII.
FACTS ABOUT TEACHERS AND SALARIES.

I. TEACHERS.

NUMBER TEACHERS EMPLOYED.

White males, 1892,	-	-	-	-	-	-	2,740
White males, 1892,	-	-	-	-	-	-	3,110
Increase,	-	-	-	-	-	-	370
White females, 1891,	-	-	-	-	-	-	1,128
White females, 1892,	-	-	-	-	-	-	1,358
Increase,	-	-	-	-	-	-	230
White teachers, 1891,	-	-	-	-	-	-	3,868
White teachers, 1892,	-	-	-	-	-	-	4,468
Increase, white teachers,	-	-	-	-	-	-	600
Colored males, 1891,	-	-	-	-	-	-	817
Colored males, 1892,	-	-	-	-	-	-	880
Increase,	-	-	-	-	-	-	63
Colored females, 1891,	-	-	-	-	-	-	260
Colored females, 1892,	-	-	-	-	-	-	293
Increase,	-	-	-	-	-	-	33
Colored teachers, 1891,	-	-	-	-	-	-	1,067
Colored teachers, 1892,	-	-	-	-	-	-	1,173
Increase, colored teachers,	-	-	-	-	-	-	96
Total teachers, 1891,	-	-	-	-	-	-	4,945
Total teachers, 1892,	-	-	-	-	-	-	5,641
Total increase,	-	-	-	-	-	-	696

CHART XIV.

FACTS ABOUT TEACHERS AND SALARIES.

II. SALARIES.

Average salary for first grade, male, 1891,	-	\$43 28
Average salary for first grade, male, 1892,	- -	43 81
Increase,	- - - - -	53
Average salary, first grade, female, 1891,	- -	37 00
Average salary, first grade, female, 1892,	- -	37 25
Excess of first grade male over first grade female,		
1891,	- - - - -	6 28
Excess of first grade male over first grade female,		
1892,	- - - - -	6 56
Average salary, second grade, male, 1891,	-	33 61
Average salary, second grade, male, 1892,	- -	34 76
Increase,	- - - - -	1 15
Average salary, second grade female, 1891,	- -	32 15
Average salary, second grade female, 1892,	-	32 50
Increase,	- - - - -	35
Excess of second grade male over second grade		
female, 1891,	- - - - -	1 46
Excess of second grade male over second grade		
female, 1892,	- - - - -	2 26
Excess of first grade male over second grade fe-		
male, 1891,	- - - - -	9 67
Excess of first grade female over second grade fe-		
male, 1891,	- - - - -	4 85
Excess of first grade male over second grade		
male, 1892,	- - - - -	9 05
Excess of first grade female over second grade fe-		
male, 1892,	- - - - -	4 75
Average salary of third grade male, 1891,	- -	28 48
Average salary of third grade male, 1892,	-	30 24
Increase,	- - - - -	1 76
Average salary of third grade female, 1891,	-	27 40
Average salary of third grade female, 1892,	- -	29 00
Increase,	- - - - -	1 60

CHART XV.

ADMINISTRATION.

- 1 Common school districts have three directors.
2. Separate school districts in incorporated towns have six directors.
3. The people elect all directors.
4. The directors—
 - a. Select and contract with teachers.
 - b. Make all contracts.
 - c. Erect houses.
 - b. Visit schools.
 - e. Take the enumeration.
 - f. Make reports.
 - g. Select text-books
 - h. Have general management of the school.
 - i. Receive no salary.
5. The county judge appoints an examiner for each county.
 - a. The examiner must hold a first class license.
 - b. This license is granted upon an examination conducted by the state superintendent.
 - c. His salary is paid by fees paid by teachers.
 - d. He must have a high moral character.

CHART XVI.

ADMINISTRATION.

6. The county judge alters school district lines, transfers pupils, and apportions the county taxes.
7. The teacher must hold a certificate before he can make a legal contract. These certificates are of two kinds:
 - a. State certificates.
 - b. County certificates.
8. State certificates are granted only after an examination conducted by the state superintendent.
9. The branches upon which the examination is based are:
 - a. The common school branches.
 - b. Latin.
 - c. Algebra.
 - d. Geomegry.
 - e. Physics.
 - f. Rhetoric.
 - g. Natural history.
 - h. General history.
 - i. Constitution of the United States.
 - j. Constitution of Arkansas.
 - k. Method of United States land survey.
 - l. Theory and practice of teaching.

CHART XVII.

ADMINISTRATION.

10. No fee is charged for a state certificate.
11. A state certificate lasts for life, but may be revoked for cause.
12. A state certificate is good in any county in the state.
13. County certificates are granted only after an examination conducted by the county examiner.
14. The questions for these examinations are uniform, and are furnished to each examiner on printed slips in sufficient quantities by the state superintendent.
15. The examinations are public and quarterly.
16. The branches are reading, orthography, penmanship, arithmetic, written and mental, history of the United States, English grammar, geography, and the methods of United States survey.
17. County certificates are of three grades:
 - a. First grade, good for two years.
 - b. Second grade, good for one year.
 - c. Third grade, good for six months.
18. The requirements for a first grade are: 85 per cent. in each of the studies, arithmetic, grammar, and orthography; and an average of 85 per cent in the rest.

CHART XVIII.

ADMINISTRATION.

19. The requiremets for a second grade are: 75 per centum in the three required branches, and an average of 75 per centum in the rest.
20. County certificates are limited to the county from whence they issue, and cannot be endorsed or renewed without examination.
21. The fee for every county certificate is two dollars to be paid to the county treasurer before examination.
22. No certificate can be granted to any person—
 - a. Who is given to

{	1. Profanity.
	2. Drunkenness.
	3. Gambling.
	4. Licentiousness.
	5. Other demoralizing vices.
 - b. Who does not believe in the existence of a supreme being.
23. County certificates may be revoked by the county examiner for cause.
24. Revocation of a certificate terminates all existing contracts of the teacher.
25. Teachers are required to attend the county institutes and the quarterly examinations.
26. Teachers are allowed their time while attending these meetings, not exceeding 10 days per annum.

CHART XIX.

ADMINISTRATION.

27. Directors must close the schools during the regular sessions of the institute.
28. In 1892 there were 112 county institutes; the number of teachers attending was 5103.
29. The state superintendent—
 - a. Has a general supervision of all the schools.
 - b. Prepare blanks of all descriptions for use in the schools.
 - c. Apportions the state tax.
 - d. Grants state licenses.
 - e. Examines county examiners.
 - f. Interprets the school law.
 - g. Holds district normal institutes.
 - h. Organizes eight district normal schools.
 - i. Recommends text books.
 - j. Selects all apparatus purchased with state funds.
 - k. Is a member of a board, with the governor and secretary of state, to invest the permanent school fund.
30. The state superintendent is elected biennially by the people.

CHART XX.

ADMINISTRATION.

31. The directors select the text books for their respective districts under a penalty for non-performance of duty.
32. Books selected and adopted may not be changed within three years unless a majority of the electors petition a change.
33. Schools for the races are separate but of equal length.
34. In negro districts the directors are usually of the negro race and control the schools.

On another chart of the same size the resolution of the legislature concerning the pronunciation of Arkansas was printed. This caused no end of discussion and comment. M. Boussin, the delegate from the French department of education and Mr. Gabriel Compayre the noted French scholar, agreed with the legislature. Several knowing ones, however, from the back townships of the state thought it superior nonsense. Thus stands the first recorded effort of legislation towards legalizing pronunciation.

On other placards were displayed suitable educational phrases, such as the following:

"The people which has the best schools is the
first people; if it is not so today it
will be tomorrow."

The following is the great list of exhibits and the roll of honor for Arkansas schools:

EDUCATIONAL EXHIBIT.

This exhibit was in charge of the state superintendent and two attendants, Miss Mattie Williams and Miss Anna Boyce.

Lonoke public schools, 6 bound volumes; pupil work.

Hot Springs public schools, 10 bound volumes; pupil work.

Little Rock public schools, 35 bound volumes; pupil work.

Colored Industrial Institute, Pine Bluff, 4 volumes.

Annunciation Academy, Pine Bluff, 4 volumes.

Branch Normal school, Pine Bluff, 2 volumes.

Marianna public schools, 4 volumes.

Arkadelphia public schools, 4 volumes.

Morrilton State normal, 4 volumes.

Amity public schools, 1 volume.

Hillsboro public school, 1 volume.

Harrisburg public school, 1 volume.

Texarkana public school, 1 volume.

Keevil public school, 1 volume.
Palestine public school, 4 volumes.
Atlanta public school, 1 volume.
DeVall's Bluff public school, 1 volume.
Fort Smith public schools, 40 volumes.
Helena public school, 6 volumes.
Lagrange public school, 2 volumes.
Alma public school, 2 volumes.
Hamburg public school, 2 volumes.
Brinkley public school, 1 volume.
Hope public school, 4 volumes.
Russellville public schools, 5 volumes.
Rockport public school, 1 volume.
Malvern public school, 3 volumes.
Jonesboro public school, 9 volumes.
Jonesboro State normal, 4 volumes.
Ozark public school, 5 volumes.
Hinemon's Academy, 1 volume.
Clarendon public school, 1 volume.
Osceola public school, 3 volumes.
Eureka Springs public school, 8 volumes.
Little Rock public schools, 23 large volumes of drawings.
Malvern public schools, 3 large volumes of drawings.
Jonesboro State normal, 3 large volumes of drawings.
Lonoke public schools, 2 large volumes of drawings.
Malvern public schools, 2 large volumes of drawings.
Helena public schools, 1 large volume on botany.
Hot Springs public schools, 12 large volumes on botany.
Russellville public schools, 1 large portfolio.
Hot Springs public schools, 1 large volume of drawings.
Little Rock public schools, 44 large framed maps.
Fort Smith public schools, 30 large framed maps.
Little Rock public schools, 800 wall specimens drawing.
Fort Smith public schools, 400 wall specimens drawing.
Lonoke public schools, 80 wall specimens drawing.

Hot Springs public schools, 80 wall specimens drawing.

Batesville public school, 65 wall specimens drawing.

Jonesboro State Normal, 100 wall specimens drawing.

Russellville public school, 40 wall specimens drawings.

Hot Springs public schools, 40 volumes primary work.

Little Rock kindergarten, 100 square feet children's work displayed.

Arkansas Industrial University, 200 square feet engineering work displayed.

Hot Springs public schools, 80 square feet botanical work displayed.

Hendrix college, photographs of faculty, college buildings and catalogues.

Galloway female college, 3 large crayon pictures and one photograph of college showing students.

800 photographs of Arkansas schools, exterior and interior views. Forty large administrative charts. One chart 6x8 feet, showing state statistics.

Eureka public schools, one large winged frame containing 2000 exercises.

500 volumes report of superintendent public instruction for the years, 1882-3.

One full set of superintendent's reports.

Seven bound volumes Southern School Journal.

Monticello university school, Cæsar's bridge.

Pupil, Hope public schools, relief map of Hempstead county.

John C. Branner, relief map of Hot Springs.

John C. Branner, relief map coal regions.

Pupil, Jonesboro state normal, one crayon, "President Cleveland."

Pupil, Jonesboro State Normal, one crayon, "Robert E. Lee."

Miss Dye, Galloway female college, two crayons, "Child at Prayer," and "The Kitten."

Specimens printing and binding, Arkansas Democrat Co.

Specimens printing and binding, Press Printing Co.

Specimens photography, R. W. Dawson, Little Rock.

Specimens photography, Mr. Clark, Little Rock.

Specimens photography, W. J. Perrings, Pine Bluff.

Specimens photography, J. M. Gannaway, Ft. Smith.

Specimens photography, Mr. Kennedy, Hot Springs.

John C. Branner, relief map of Arkansas.

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Augsburgerstrasse 50, Berlin, Germany.

YOSHIHIKO YAMBE,
Japan.

VITTORIO ZEGGIO,
Presso la Camera di Commercio, Rome, Italy.

DR. FLORENCE ZIEGFELD,
Central Music Hall, Chicago, Ill.

The following awards were granted to the Arkansas Education exhibit :

LIBERAL ARTS DEPARTMENT—"AWARDS" ARKANSAS,
GROUP 149.

Caroline Brooks, Little Rock, method of producing lubricated molds in plaster.

Public school, Batesville, general exhibit of pupil work.

Public school, Arkadelphia, general exhibit of pupil work.

Public school, Malvern, general exhibit of pupil work.

State normal school, Morrilton, general exhibit of pupil work.

State of Arkansas, Little Rock, system of drawing.

State of Arkansas, Little Rock, framed map collection.

State of Arkansas, by John C. Branner, State of Arkansas, relief map of Hot Springs and of Arkansas.

Public schools, Hot Springs, pupil's work.

Moore art class, Helena, specimens of art work.

Public schools, Little Rock, bound examination work.

Public schools, Ft. Smith, examination work.

State of Arkansas, educational exhibits, charts, drawings, etc.

Colored Industrial Institute, Pine Bluff, bound volumes.

Public schools, Lonoke, examination work.

Little Rock public schools, Little Rock, seventy photograph views.

State of Arkansas, Little Rock, educational photographic display.

State of Arkansas, charts, exhibits and administration.

Little Rock public schools, Little Rock, map of displayed drawings.

Colored industrial school, Pine Bluff, ten volumes class work and industrial work.

Russellville high school, Russellville, bound volumes and pedestal.

Belle Grove high school, Ft. Smith, bound volumes pupils' work.

Jefferson public high school, Helena, bound volumes.

Peabody high school, Little Rock, bound volumes.

Eureka Springs public schools, Eureka Springs, bound volumes, maps and special line of exhibit packets.

Colored schools, Little Rock, bound work.

State of Arkansas, pupils' work in colored schools of Arkansas.

Arkansas Industrial university, university work.

Jonesboro normal school, Jonesboro, bound volumes and charts.

Press Printing Company, Little Rock, specimen of typography.

Annunciation academy, Pine Bluff, school work, art work and embroidery.

American Book Company, history of the American people.

Democrat Printing Company, Little Rock, specimens of typography.

Arkansas Bureau of Agriculture, museum of Arkansas wood.

R. W. Dawson, Little Rock, photographs.

Clark, Little Rock, photographs.

Kennedy, Hot Springs, photographs.

Perrings, Pine Bluff, photographs.

Gannaway, Ft. Smith, photographs.

The following is the expense account of the educational exhibit :

May 19, to carpenter work.....	\$236 06
May 23, two book cases.....	11 00
May 23, two busts.....	11 00
May 23, 100 yards colored cloth, at 15 cts.....	15 00
June, six chairs.....	9 00
June, three tables.....	12 00
June, 102 yards matting.....	20 40
June, 185 yards of muslin.....	9 25
June, tacks and lumber.....	1 40
June, four days time to place carpet and muslin.....	10 00
May and June, eleven days time fixing frames and exhibits.....	27 50
June, 1 1-2 gallons red paint.....	2 40
May and June, car fare for laborer.....	45
May and June, expressage in Chicago.....	3 50
May and June, 200 sheets card board.....	8 00
May and June, sewing muslin for cover.....	3 25
Packing and hauling exhibit, November.....	30 25
Packing frames.....	5 00
June, fifty frames with glass, new.....	45 00
Transportation on railroads.....	94 70
Printing and binding books.....	300 00
Total	\$855 16

This was paid as follows :

Appropriation by state.....	\$300 00
From contingent fund.....	159 55
By Mr. Mitchell from state appropriation.....	177 51
Little Rock school board.....	31 00
Fort Smith school board.....	9 00
Contributions of individuals.....	20 00
All the book case, chairs and tables taken at	

cost by Prof. J. H. Shinn.....	63 40
From fund to pay expressage in office superinten-	
dent of public instruction.....	94 70
	\$855 16

These items do not include the expense of preparing the actual exhibit. All this was borne by the various school boards, or officers and teachers. An immense amount of regulation paper was used by the pupils costing quite a nice sum of money. Its amount cannot be ascertained, but without this generous help from the persons named no exhibit could have been made.

The thanks of the state are due particularly to Mr. Fitzwilliam Terry, of New South Wales; Miss Kristine Fredrickson, Copenhagen; General John Eaton, ex-United States commissioner of education, Mrs. Ottilie Bondy, Vienna; Dr. M. F. O'Reilly, Waterford, Ireland; Mr. Ferrari Perez, City of Mexico; Hon. Francis A. Riddle, Chicago; and Prof. Yoshihiko Yambe, Tokio, Japan. These were the judges that passed upon all of our exhibit in the Liberal Arts building and to their faithfulness and study we are indebted for the high rank we assumed.

Our own states-woman, Miss Ida J. Brooks, well and favorably known throughout Arkansas, was a valuable juror. Her intelligence and extremely good judgment made her a favorite among the judges, and will make her awards valuable in the hands of those she thought worthy of their reception.

To the Misses Williams and Boyce should go the thanks of our educators generally. They presented the exhibits to visitors daily during three months of the fair and won many friends for the state. They were also present during the examinations made by the judges and explained the environments surrounding each school that was represented.

Each member of the executive committee for the state is

also entitled to the greatest praise for the aid extended to the educational department at every step of its progress. This is especially true of Hon. James Mitchell who entered into the spirit of the affair as no other man did, and who at all times and places lifted his voice in favor of making this line of work especially meritorious.

The national commissioners, Messrs. Tillar and Clendenning did their duty faithfully and spared neither time nor labor in the prosecution of this work.

Many of the leading educators of Europe and America took copious notes from our work. One of the commissioners from Japan made our exhibit the basis of his report to his country. The delegate from France took more than one hundred pages of the child work to reproduce in fac simile copies for distribution in France. I brought home with me the full exhibit of several German schools and these with the work done by our own schools should have a permanent place for display and future comparative estimates. There is no such place.

In other countries, industrial art and science have been fostered carefully by the erection of permanent buildings for museums. What nobler work can we engage in than the erection of buildings for the collection and exhibition of our choicest mind products? What surer way is there for the dissemination of the best thought, the best work, and the best ideals? We planted fifteen thousand dollars in Chicago in an ideal building which was at best a temporary dream. The frontispiece to this volume shows the Arkansas Building at the World's Fair; beautiful, commodious, yet how transitory! Shall it perish? Would it not be an added glory to our enterprise to purchase a block of ground in or near the capital and reproduce in our own granites and marbles that building to remain with us, imperishable, more beautiful and far more worthful? Could we show our various marbles, granites, sandstones, bluestones and other

beautiful building materials in better form than in such a structure formed and fashioned from our own quarries? Could prison labor return a greater equivalent than in such employment. Such a museum would help every child of talent and energy from limit to limit of the commonwealth. We have artists in embryo as well as the best of artisans. Museums foster this talent in other countries and give them a monopoly of the high class art and high class artistic wares. Shall we always draw the best things from abroad? Are we always to be tributary to peoples no whit more talented than we? Are our sons and daughters forever to be hewers of wood while others take first place in the more remunerative vocations of life? We shall be forced to this status unless we send our children abroad for comparative study, or begin to erect such buildings for museum purposes as will lead to the loftier ideals at home. I urge the erection of the Arkansas Building of the World's Fair in permanent form on Arkansas soil. Let this trophy remain to warm and cheer and ennoble the mind power of Arkansas through coming generations.

CHAPTER IX.

PERMANENT SCHOOL AND 16TH SECTION FUNDS.

These funds have grown steadily during the last twenty years, and are invested as follows :

16TH SECTION FUND TO JULY 1, 1894.

1887.	July 15.	Loughborough bonds.....	\$136,000 00
1889.	Feb. 23.	Loughborough bonds.....	29,550 00
1889.	Mar. 11.	Loughborough bonds.....	49,650 00
1889.	Mar. 23.	Loughborough bonds.....	9,800 00

Total Loughborough bonds..... \$225,000 00

1893.	July 1.	Funding bonds.....	\$ 71,000 00
1893.	July 1.	Coupons due on same.....	83,718 51
1894.	Aug. 22.	Funding bonds.....	11,000 00
1894.	Aug. 22.	Coupons due on same.....	14,520 00

Total 16th section fund.....\$405,238 51

In addition to this principal, there is due upon the Loughborough bonds, in accrued and unpaid interest, the sum of \$85,590.

PERMANENT SCHOOL FUND.

1887.	July 15.	Loughborough bonds.....	\$259,000 00
1889.	Mar. 11.	Loughborough bonds.....	6,000 00

Total Loughborough bonds..... \$265,000 00

1894.	July 1.	Funding bonds.....	\$ 7,000 00
1894.	July 1.	Coupons due on same.....	9,641 49
1894.	Aug. 22.	Funding bonds.....	1,000 00
1894.	Aug. 22.	Coupons due on same.....	1,320 00

Total permanent school fund.....\$283,961 49

In addition, there is due this fund in accrued and unpaid interest upon the Loughborough bonds \$110,580.00.

RECAPITULATION.

16th section fund—principal invested	\$307,000 00
Coupons due	98,238 51
Interest on Loughboroughs	85,590 00
Total	\$490,828 51
Permanent school fund	\$273,000 00
Coupons due	10,691 49
Interest on Loughboroughs	110,580 00
Total	\$394,271 49
16th section	\$490,828 51
Permanent school	394,271 49
Grand total	\$885,100 00
Principal	\$580,000
Interest due	305,100
Total	\$885,100

The law requires the principal of these funds to be securely invested and sacredly preserved; it also authorizes the school commissioners to invest in United States or Arkansas bonds; it also provides that the income shall be annually disbursed in certain ways.

The commissioners have at all times endeavored to obey the law. It was not deemed advisable to purchase United State bonds at a premium with a low rate of interest. Under a former law they were permitted to invest in Arkansas bonds and then exchange the bonds and coupons thus derived for Loughborough bonds. This did not pay the interest it is true, but was an equivalent of high value, being in the nature of refunding and turned the over due coupons into principal bearing interest. But this law has been changed. The transaction now resolves itself into giving

money for bonds and over due coupons at market rates. It results in a slight increase of principal but derives no interest. The state owes these funds in interest over \$300,000. This interest should be paid. In default of this the whole amount should be refunded in twenty or thirty year six per cent bonds and provision made for the annual interest. The interest on the permanent school fund annually would enable the state to maintain permanently the normal schools now in existence and materially aid the cause of public education.

In addition to this there was due in 1888 from the ten per cent of all land sales a sum of \$33,185.52 as ascertained by a senate committee in 1889. A further sum for the period 1888-94 is also due from the same source. The attorney general held that it was the duty of the treasurer to set aside the ten per cent of the net proceeds of all the sales of state lands. This however, has not been done.

CHAPTER X.

FACTS ABOUT APPORTIONMENT.

The school fund of Arkansas is made up of three distinct parts.

1. The state fund, being the proceeds of a two mill tax levied on all the property in the state.

2. The poll tax, being a levy of \$1 upon every poll over 21 years in the state.

3. The local tax, being the amount levied by each district, and can never exceed five mills on the dollar in any one year.

The first fund is paid into the state treasury and apportioned by the state superintendent according to the following statute:

Section 6159, Mansfield's Digest: He shall, on the first Monday of August and on the first Monday of February of each year, make a pro rata apportionment to the several counties of the state of the remaining revenues in the state treasury available for distribution for school purposes, on the basis of the number of persons between the ages of six and twenty-one years residing in the said counties, respectively, on the first Monday of July previous; and he shall publish a statement of the same, and as early as practicable shall transmit a copy thereof to each county examiner and to each of the several treasurers in the state, and to each county clerk, who shall submit the same to the county court at its next term; and he shall thereupon draw his requisition on the state auditor in favor of the treasurers of the several counties for such amounts as the said counties may be entitled to receive for the support of free common schools.

The second fund is paid to the collectors of each county, and is apportioned by the county judge according to the following statute:

SEC. 6176. The county court, immediately on receiving notice of the distributive share of school revenue apportioned by the state superintendent to each county, shall proceed to apportion to the several school districts of the county, in proportion to the number of persons between the ages of six and twenty-one years residing within the school district, respectively, on the first Monday of July previous, the said school revenue apportioned to the county, and shall forward to the county treasurer, and to each of the directors of each district, a statement of such apportionment, carefully distinguishing the sources from which the school revenues so apportioned are derived, and the amount due each school district in the county from each separate source, and shall see that the revenues from the public school fund are invariably paid to the county and to the school district strictly in accordance with the apportionment made to them.

SEC. 6177. Whenever a new district shall have been formed and organized, the court shall, at the next apportionment made thereafter, apportion to the new district school revenues in proportion to the number of persons between the ages of six and twenty-one years reported by the directors of the new district. *Provided, always,* That the number of persons between the ages of six and twenty-one years reported in any year by the district directors of each county shall be taken as the quota of that county, and the number reported from each school district shall be taken as the quota of that district, and that the only basis on which an apportionment of the school revenue shall be made is to be the number of persons so reported each year by the district directors. *Act December 7, 1875, secs. 40, 41.*

The third fund is paid into the county treasury, subject to the order of the directors, according to the following law:

SEC. 6204. All taxes voted for school purposes by any school district shall be levied by the county court at the same time the county taxes are levied, and shall be collected in the

same manner as the county taxes are collected, at the same time and by the same person, and be paid into the county treasury, there to be kept subject to disbursements on the warrant of the school directors; *provided*, that no tax for the purposes aforesaid greater than one-half of one per cent. on the assessed value of the taxable property of the district shall be levied, which shall be done by ballot.

The state fund yielded as follows :

February, 1893	\$ 21,112 60
August, 1893.....	308,384 12

Total, 1893,	\$329,496 72
Or 78 cents per pupil.	

February, 1894	\$ 23,387 70
August, 1894.....	310,504 77

Total, 1894,	\$333,892 47
Or 78 1-2 cents per pupil.	

The state fund yields about one-third of the entire revenue. For report upon the other funds see "Revenue."

APPORTIONMENT OF COMMON SCHOOL FUND.

LITTLE ROCK, February 6, 1893.

Total amount to be apportioned.....	\$23,770 76
Total enumeration	422,252
Amount apportioned to each child	5 cents
Balance in treasury	\$ 2,658 16

COUNTIES.	SCHOOL POPULATION.	APPORTION- MENT.
Arkansas	4,158	\$ 207 90
Ashley	5,035	251 75
Baxter	3,288	164 40
Benton	10,918	545 90
Boone	6,115	305 75
Bradley	3,293	164 65
Calhoun	2,956	147 80
Carroll	6,512	325 60
Chicot	4,098	204 90
Clark	7,454	372 70
Clay	4,814	240 70
Cleburne	3,295	164 75
Cleveland	4,133	206 65
Columbia	7,486	374 30
Conway	7,544	377 20
Craighead	4,914	245 70
Crawford	7,921	396 05
Crittenden	3,037	151 85
Cross	2,530	126 50
Dallas	3,689	184 45
Desha	2,729	136 45
Drew	6,276	313 80
Faulkner	7,271	363 55
Franklin	7,215	360 75
Fulton	4,383	219 15
Garland	5,254	262 70
Grant	3,054	152 70
Greene	5,106	255 30
Hempstead	8,709	435 45
Hot Spring	4,372	218 60
Howard	5,312	265 60
Independence	7,833	391 64
Izard	5,013	250 65
Jackson	5,339	266 95
Jefferson	13,111	655 55
Johnson	6,598	329 90

APPORTIONMENT OF COMMON SCHOOL FUNDS—Continued.

COUNTIES.	SCHOOL POPULATION.	APPORTION- MENT.
Lafayette	2,861	143 05
Lawrence	4,993	249 65
Lee	6,633	331 65
Lincoln	4,049	202 45
Little River	4,114	205 70
Logan	7,696	384 80
Lonoke	6,998	349 90
Madison	7,276	363 80
Marion	4,387	219 35
Miller	5,452	272 60
Mississippi	3,354	167 70
Monroe	5,032	251 60
Montgomery	3,009	150 45
Nevada	5,858	292 90
Newton	4,638	231 90
Ouachita	6,149	307 45
Perry	2,218	110 90
Phillips	8,476	423 80
Pike	3,266	163 30
Poinsett	1,520	76 00
Polk	3,697	184 85
Pope	7,599	379 95
Prairie	4,161	208 05
Pulaski	18,797	939 85
Randolph	4,959	247 95
Saline	4,702	235 10
Scott	5,095	254 75
Searcy	4,322	216 10
Sebastian	11,794	589 70
Sevier	4,064	203 20
Sharp	3,923	196 15
St. Francis	5,436	271 80
Stone	2,908	145 40
Union	6,081	304 05
Van Buren	3,731	186 55
Washington	12,251	612 55
White	8,304	415 20
Woodruff	4,832	241 60
Yell	6,852	342 60
Totals	422,252	\$ 21,112 60

APPORTIONMENT OF COMMON SCHOOL FUND.

LITTLE ROCK, August 7, 1893.

Total amount to be apportioned.....	\$308,478.00
Total enumeration of children.....	422,444.00
Amount apportioned each child.....	.73
Balance in treasury.....	93.89

COUNTIES.	SCHOOL POPULATION.	APPORTION- MENT.
Arkansas	4,158	\$ 3,035 34
Ashley	5,035	3,675 55
Baxter	3,288	2,400 24
Benton	10,918	7,970 14
Boone	6,115	4,463 95
Bradley	3,293	2,403 89
Calhoun	2,956	2,157 88
Carroll	6,512	4,753 76
Chicot	4,098	2,991 54
Clark	7,454	5,441 42
Clay	4,814	3,514 22
Cleburne	3,295	2,405 35
Cleveland	4,133	3,017 09
Columbia	7,486	5,464 78
Conway	7,544	5,507 12
Craighead	4,914	3,587 22
Crawford	7,921	5,782 33
Crittenden	3,037	2,217 01
Cross	2,530	1,846 90
Dallas	3,689	2,692 97
Desha	2,729	1,992 17
Drew	6,276	4,581 48
Faulker	7,271	5,307 83
Franklin	7,215	5,266 95
Fulton	4,383	3,179 59
Garland	5,254	3,835 42
Grant	3,054	2,229 42
Greene	5,106	3,727 38
Hempstead	8,709	6,357 57
Hot Spring	4,372	3,191 56
Howard	5,312	3,877 76
Independence	7,833	5,718 09
Izard	5,013	3,659 49
Jackson	5,339	3,897 47
Jefferson	13,111	9,571 03
Johnson	6,598	4,816 54

APPORTIONMENT OF COMMON SCHOOL FUND—Continued.

COUNTIES.	SCHOOL POPULATION.	APPORTION- MENT.
Lafayette	2,861	2,088 33
Lawrence	4,993	3,644 89
Lee	6,633	4,842 09
Lincoln	4,049	2,955 77
Little River	4,114	3,003 22
Logan	7,696	5,618 08
Lonoke	6,998	5,108 54
Madison	7,276	5,311 48
Marion	4,387	3,202 51
Miller	5,452	3,979 96
Mississippi	3,354	1,448 42
Monroe	5,032	3,673 36
Montgomery	3,009	2,196 57
Nevada	2,858	4,276 34
Newton	4,638	3,385 75
Ouachita	6,149	4,488 77
Perry	2,218	1,619 14
Phillips	8,476	6,187 48
Pike	3,256	2,384 18
Poinsett	1,520	1,109 60
Polk	3,697	2,698 81
Pope	7,599	5,547 27
Prairie	4,161	3,037 53
Pulaski	18,797	13,721 81
Randolph	4,959	3,620 07
Saline	4,702	3,432 46
Scott	5,095	3,719 35
Searcy	4,322	3,155 06
Sebastian	11,794	8,609 52
Sevier	4,064	2,966 72
Sharp	3,923	2,863 79
St. Francis	5,436	4,968 28
Stone	2,908	2,122 84
Union	6,081	4,439 13
Van Buren	3,731	2,723 63
Washington	12,325	8,997 25
White	8,312	6,067 76
Woodruff	4,832	3,227 36
Yell	6,962	5,082 26
TOTALS	422,444	\$308,384 12

APPORTIONMENT OF COMMON SCHOOL FUND.

LITTLE ROCK, February 5, 1894.

Total amount to be apportioned.....	\$23,772 04
Total enumeration of children	425,234
Amount apportioned to each child.....	.05 1-2
Amount apportioned.....	\$23,387 70
Balance in treasury	384 34

COUNTIES.	SCHOOL POPULATION.	APPORTION- MENT.
Arkansas.....	4,244	\$ 233 42
Ashley	5,260	289 30
Baxter	3,183	175 06
Benton.....	10,935	601 42
Boone	6,103	335 66
Bradley.....	3,288	180 84
Calhoun	2,895	159 22
Carroll.....	6,423	353 26
Chicot.....	3,789	208 39
Clark.....	7,516	413 38
Clay	4,867	267 68
Cleburne.....	3,192	175 56
Cleveland	4,048	222 64
Columbia	7,597	417 94
Conway.....	7,453	409 91
Craighead	5,226	287 43
Crawford	7,846	431 53
Crittenden.....	3,307	181 88
Cross	2,989	164 39
Dallas	3,751	206 30
Desha	2,582	142 01
Drew.....	6,680	367 40
Faulkner.....	7,496	412 28
Franklin	7,371	405 40
Fulton	4,389	241 39
Garland	5,469	300 79
Grant	2,950	162 25
Greene	5,122	281 71
Hempstead	8,879	488 34
Hot Spring.....	4,324	237 82
Howard	5,174	284 57
Independence	7,930	436 15
Izard	5,008	275 44
Jackson.....	5,317	292 43
Jefferson	13,230	727 65

APPORTIONMENT OF COMMON SCHOOL FUND—Continued.

COUNTIES.	SCHOOL POPULATION.	APPORTION- MENT.
Johnson.....	6,590	362 45
Lafayette.....	3,104	170 72
Lawrence.....	4,854	266 97
Lee.....	6,754	371 47
Lincoln.....	3,720	204 60
Little River.....	3,681	202 45
Logan.....	7,567	416 18
Lonoke.....	7,424	408 32
Madison.....	7,018	385 99
Marion.....	4,244	233 42
Miller.....	5,339	293 64
Mississ ppi.....	3,341	183 75
Monroe.....	5,426	298 43
Montgomery.....	3,237	178 03
Nevada.....	5,855	322 02
Newton.....	4,619	254 04
Ouachita.....	5,964	328 02
Perry.....	2,213	121 71
Phillips.....	8,165	449 07
Pike.....	3 188	175 34
Poinsett.....	1,661	91 35
Polk.....	3,773	207 51
Pope.....	7,620	419 10
Prairie.....	4,230	232 65
Pulaski.....	20,237	1,113 03
Randolph.....	5,214	286 77
Saline.....	4,744	260 92
Scott.....	4,908	269 94
Searcy.....	4,254	233 97
Sebastian.....	11,726	644 93
Sevier.....	3,950	217 25
Sharp.....	4,252	233 86
St. Francis.....	5,229	287 59
Stone.....	2,857	157 13
Union.....	6,290	345 95
Van Buren.....	3,001	214 55
Washington.....	11,989	659 39
White.....	8,141	447 75
Woodruff.....	4,944	447 75
Yell.....	7,176	394 68
Totals.....	425,234	\$23,387 70

APPORTIONMENT OF COMMON SCHOOL FUND

LITTLE ROCK, ARK., August, 1894.

Total amount to be apportioned	\$312,161 91
Total enumeration of children.....	425,849
Amount apportioned to each child.....	.73
Balance in treasury.....	\$ 1,657 14

COUNTIES	SCHOOL POPULATION.	APPORTION- MENT.
Arkansas	4,244	\$ 3,098 12
Ashley	5,260	3,839 80
Baxter	3,183	2,323 59
Benton	10,935	7,982 55
Boone	6,103	4,455 19
Bradley	3,288	2,400 24
Calhoun	2,895	2,113 35
Carroll	6,423	4,688 79
Chicot	3,789	2,765 97
Clark	7,516	5,486 68
Clay	4,867	3,552 91
Cleburne	3,233	2,360 09
Cleveland	4,048	2,955 04
Columbia	7,599	5,547 27
Conway	7,453	5,440 69
Craighead	5,226	3 814 98
Crawford	7,846	5,727 58
Crittenden	3,307	2,414 11
Cross	2,989	2,181 97
Dallas	3,751	2,738 23
Desha	2,582	1,884 86
Drew	6,680	4,876 40
Faulkner	7,496	5,472 08
Franklin	7,371	5,380 83
Fulton	4,389	3,203 97
Garland	5,469	3,992 37
Grant	2,950	2,153 50
Greene	5,122	3,739 06
Hempstead	8,879	6,481 67
Hot Spring	4,324	3,156 52
Howard	5,174	3,777 02
Independence	7,930	5,788 90
Izard	5,008	3,655 84
Jackson	5,317	3,881 41
Jefferson	13,230	9,657 90
Johnson	6,590	4,810 70

APPORTIONMENT OF COMMON SCHOOL FUND—Continued.

COUNTIES.	SCHOOL POPULATION.	APPORTION- MENT.
Lafayette	3,104	2,265 92
Lawrence	4,854	3,543 42
Lee	6,754	4,930 42
Lincoln	3,720	2,715 60
Little River	3,681	2,687 13
Logan	7,567	5,523 91
Lonoke	7,424	5,419 52
Madison	7,018	5,123 14
Marion	4,244	3,098 12
Miller	5,339	3,897 47
Mississippi	3,341	2,438 93
Monroe	5,426	3,960 98
Montgomery	3,237	2,363 01
Nevada	5,855	4,274 15
Newton	4,619	3,371 87
Ouachita	5,964	4,353 72
Perry	2,213	1,615 49
Phillips	8,165	5,960 45
Pike	3,188	2,327 24
Poinsett	1,661	1,212 53
Polk	3,773	2,754 29
Pope	7,694	5,616 62
Prairie	4,230	3,087 90
Pulaski	20,237	14,773 01
Randolph	5,214	3,806 22
Saline	4,744	3,463 12
Scott	4,908	3,582 84
Searcy	42,54	3,105 42
Sebastian	11,726	8,559 98
Sevier	3,950	2,883 50
Sharp	4,252	3,103 96
St. Francis	5,229	3,817 17
Stone	2,857	2,085 61
Union	6,290	4,591 70
Van Buren	3,901	2,847 73
Washington	11,989	8,751 97
White	8,141	5,942 93
Woodruff	4,944	3,609 12
Yell	71,76	5,238 48
Totals	425,394	\$310,504 77

CHAPTER XII.

DISTRICT NORMAL SCHOOLS AND INSTITUTES.

During the last two years institutes and district normal schools of from two weeks to three months each have been held at the following places:

Harrison, Jasper, Marshall, Mountain View, Mountain Home, Augusta, Cotton Plant, Clinton, Chickalah, Clarks-ville, Russellville, Waldron, Altus, Paris, Benton, Hot Springs, Salem, Mammoth Springs, Black Springs, Dallas, Murfreesboro, Lockesburg, Richmond, Washington, Hope, Prescott, Malvern, Magnolia, Texarkana, Stephens, El Do-rado, Kingsland, Hamburg, Dermott, Searcy, Eureka Springs, Mt. Nebo, Forrest City, Helena, Little Rock, Bax-ter, Morrilton, Corning, Harrisburg, Evening Shade and Pine Bluff.

The following corps of instructors was employed:—

Colonel R. D. Allen, R. G. Millsaps, Elizabeth Craig, G. A. Jones, Carroll Armstead, J. H. Blankinship, W. T. Ham-ock, H. S. Johnson, M. Shelby Kennard, W. A. Ramsey, A. E. Lee, J. H. Blount, L. B. Reynolds, P. L. Burrow, H. J. Hall, G. S. Minnier, Prof. Lane, I. L. Burrow, J. A. Kim-brough, G. L. Cook, Prof. Rhoton, J. C. Pinnix, W. G. Fail, W. F. Lee, H. C. Yerger, Prof. Roberts, J. B. Martin, S. P. Dryver, J. G. Ish, F. L. Sutton, W. D. Leiper, E. L. Gate-wood, A. J. Thomas, Prof. McKay, D. L. Sumner, Prof. Roark, C. E. Barnette, J. J. Doyne, R. H. Parham, C. L. Sampson.

From 1893 to '94 the number attending the dis- trict normal schools was.....	1423
The shorter institutes not being county insti- tutes.....	967
Total	2390

The following schedules will show the courses of study, methods, management and suggestions:

SUGGESTIONS TO INSTITUTE CONDUCTORS AND AN INSTITUTE
OUTLINE.

1. Do not attempt to cover too much ground. The enclosed programme will show you what is expected this year in the elementary course. It is designed for third grade teachers and such as have never taught. A course for first and second grade teachers will be arranged hereafter.

2. Each syllabus is designed to make the institute something more than superficial, and of special value to the grade of teachers for whom it is prepared.

3. The chief aim of the institute is to impart a knowledge of the principles and methods of teaching and school management. Without losing sight of this you will nevertheless give such direct teaching as the meager scholarship of each attendant demands.

4. Show the young untrained teacher how to adapt your instruction to his ungraded school. Do not soar above your elementary class, but patiently stooping, help *each one* to apply principles to his work. If you cannot do this you are not wanted as an institute instructor. Do not tell the class to modify your methods to suit the environment. Make the modification yourself and adapt it. It takes invention, skill and experience to modify methods, and you are supposed to have these. Give the instruction through the lens of the best schools, but from the standpoint of the untaught, untrained teacher.

DAILY PROGRAMME.

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9 a. m.	Opening exercise	Opening exercise	Opening exercise	Opening exercise	Opening exercise
9:15 to 10:15 ...	Arith.—Notation	Addition ...	Subtraction ...	Multiplication	Division ..
10:15 to 10:45	Spelling..	Spelling ..	Spelling ..	Spelling ..	Spelling ..
10:45 to 11:00	Recess	Recess	Recess	Recess	Recess
11:00 to 12:00	Gram—pts speech	Simple speech	Parsing	Analysis..	Punctuation
	Noon	Noon	Noon	Noon	Noon
1:30 to 2.	History ...	History ..	History	History ..	History.....
2 to 2:40.	Reading ..	Reading ..	Reading ..	Reading ..	Reading ..
2:40 to 3:10	Geography ..	Geography ..	Geography ..	Geography ..	Geography .
3:10 to 3:30	Penmanship	Penmanship	Penmanship	Penmanship	Penmanship
3:30 to 3:45	Recess	Recess	Recess	Recess	Recess
3:45 to 4:15	Physiology ..	Physiology ..	Physiology ..	Physiology .	Physiology .
4:15 to 4:45	Land survey	School manual	Land survey	School manual	School manual

5. Make all instructions systematic and simple. Each lesson should have a plan; this should be outlined on the blackboard and followed.

6. Use the last half hour each day in the solution of such local affairs as need attention. This may take the form of the "Query Box," if desired.

7. Devote the evening to exercises that will interest and instruct the people. Impart better views of education, and create a greater public interest in school improvement. If schools are to be a means of improvement they must be felt to be so by the whole community, and must themselves be improved by an advancing public sentiment.

Follow the suggestions to conductors and the institute outlines. Use Baldwin's School Management.

A roll must be kept, which, with a full report of all work done in each branch, together with suggestions, must be forwarded to the state superintendent at the close of each week's work.

INSTITUTE OUTLINES.

[This outline is for five days work, beginning with notation and ending with division.]

ARITHMETIC.

(One hour each day.)

a.—Terms. Good language.

b.—Definitions. A work for the whole intellect and not memory alone.

c.—Principles. Give terms as they are needed. Have the intellect grasp the definition from an example before expressing it from memory in the logical language of the text. Emphasize the principles as they occur. After a proper seizure of the principle by the mind, cultivate the oral expression in logical and grammatic form.

d.—Practice. See to it kindly and patiently that:

1. Improved figures are made.
2. Clean work is done.
3. Columns of figures are properly spaced.
4. Columns of figures are alligned, up and down and horizontally.
5. That the orders are known.
6. That the periods are known.
7. That the terms of each example are clearly known.
8. In notation give numerous practice examples less than 1,000,000.
9. In numeration do not grow weary. Write many numbers on the board, and continue the exercise until all the class can read numbers less than 1,000,000,000 with rapidity.
10. In addition—
 - a. Make the uniting of figures in column a mental act. Omit all language save results.
 - b. In concert with pointer add a given number of columns, (1) step by step, giving results as the pointer moves; (2) giving final result, all other language being omitted.
 - c. Select individuals and continue the exercise. Try to reach every individual.
 - d. Continue this work until rapidity and accuracy are obtained.
11. In subtraction—
 - a. From an example of two added numbers in addition show that subtraction is finding one of the parts of a given number—the sum.
 - b. With many small numbers practice, (1) their addition; (2) their subtraction. Example: Add 9, 8, 5. Sum, 22; 5 from 22 leaves 9 and 8, or 17; 9 from 22 leaves 8 and 5, or 13; 9 and 8 from 22 leaves 5.
 - c. By numerous exercises, show that 5 taken from any number ending in 3 and greater than 5 will always leave a number ending in 8. Take 5 from 13, 23, 43, 63, 83, etc.,

until the class is able to make instantaneous subtractions of this kind.

d. Show that in all subtractions of this kind the tens figure in the result is always one less than it was in the subtrahend. Show what became of that ten. (Borrowing.) After this is understood, show how to avoid borrowing. (Adding 10.)

e. Be rapid yet accurate.

12. In multiplication—

a. Construct the table.

b. Ascertain how many really know it. Help them to see the necessity for knowing it well.

c. Show that when eight nines are to be added that it is easier to make the addition by a multiplication than by a real addition.

d. Have them multiply many numbers by multipliers less than 12.

e. Use any multiplier, but be sure that the class is on safe ground.

13. In division—

a. Undo one or two small multiplications. Example: 9 8's are 72. What number did you multiply by 9 to make 72? What one by 8?

b. Construct the table.

c. By numerous examples teach short division.

d. Then long division.

14. Analyze all work.

a. The object:

1. To assist the pupil to understand the reason for the method.

2. To enable the pupil to explain his work in a logical order and manner.

3. To compel the pupil to think and not work by rule.

b. How abused:

1. When the form of the analysis is made the chief end to be obtained.
2. When the analysis is not used chiefly to cause the pupil to think for himself.

SPELLING.

[Outline for five day's work. Use Swinton's Word Book.]

First Day.

1. Place all the vowels with proper marks on the black-board. Drill upon sounds until they are known.
2. Pronounce ten words of two syllables and have them written with proper accent, syllabic and diacritical marks. Give plan for marking exercises.

Second Day.

1. Page 16 Swinton's Word Book. Show how to use 59; then 60; then 61.

Third Day.

1. Conduct a model spelling lesson by writing.

Fourth Day.

1. Show different methods of conducting an oral lesson.

Fifth Day.

1. Pronounce the hard words in the first half of the book in order to show each one what he lacks. Let them all stand and keep a faithful record of every miss.

GRAMMAR.

1. Proper order of study.
 - a. The parts of speech.
 - b. The simple sentence.
 - c. Parts of speech and parsing combined with analysis of simple sentence.
 - d. More extended analysis.

First Day.

2. Method of teaching parts of speech.
 - a. Call for names of objects. Write on board.
 - b. Tell what these named words are called.
 - c. Have pupils make list; have others select from a reading book.
 - d. Classify nouns, as common and proper. By writing and selection carry on the exercise as before.
 - e. Similarly teach gender, number, person and case.
 - f. Write the word boy on the board. Ask what a boy does. Write the verb at the right. So as to other verbs.
 - g. Lead class to see what verbs denote. Take verbs of action first.

3. Emphasize the need of going so slow as to enable the pupils to know thoroughly the parts of speech and their various modifications. They should know the following synopsis well.

The noun—

1. Derivation.
2. Modifications.
 - a. Class.
 - b. Person.
 - c. Number.
 - d. Gender.
 - e. Case.
3. Uses.
 - a. Subject of a verb.
 - b. Possessive.
 - c. Object of a transitive verb.
 - d. Object of a preposition.

Other uses will be considered in a more advanced synopsis.

The verb—

1. Signification.
2. Kinds.

3. Properties.
 - a. Voice.
 - b. Mood.
 - c. Tense.
 - d. Number.
 - e. Person.
4. Conjugation. Place full conjugation of a regular verb on the board and use it during the whole week.
5. Agreement with subject.
6. Modifications.
 - a. By word $\left\{ \begin{array}{l} \text{adverb,} \\ \text{noun.} \end{array} \right.$
 - b. By phrase.
 - c. By clause.

Second Day.

1. The simple sentence.
 - a. Subject.
 - b. Predicate.
 - c. Modified subject.
 - d. Modified predicate.
 - e. Modifiers.
 - a. Adjective.
 - b. Adverbial.
2. Combine lesson one with this.

Third Day.

1. Model for parsing a noun.
2. Model for parsing a verb.
3. Oral parsing.
4. Written parsing.

Fourth Day.

1. Form for oral analysis.
2. Form for written analysis.
3. Diagrams.
4. Be certain of the analysis before seeking a form for it.

Fifth Day.

5. Punctuation as to comma, semicolon, period, question and exclamation marks.

TEACHERS' TRAINING SCHOOL PROGRAMMES.

	<i>Monday.</i>	<i>Tuesday.</i>	<i>Wednesday.</i>	<i>Thursday.</i>	<i>Friday.</i>
		ONE HOUR EACH DAY—ARITHMETIC.			
FIRST WEEK.....	Notation and numeration.	Addition and Subtraction.	Multiplication and Division.	Compound Numbers.	Fractions, Principles.
SECOND WEEK.....	Fractions. Reductions. Addition; Subtraction, Multiplication and Division.	Percentage, Principles.	Interest.	Application of Percentage.	Mensuration.
		ONE HOUR EACH DAY—ELEMENTS OF PEDAGOGY.			
FIRST WEEK.....	Sensibility.	Intellect. 1. Presentative.	Intellect. 2. Representative.	Intellect. Thought.	Principles of Teaching.
SECOND WEEK.....	Methods. To study of Books	Methods. To the Recitation.	Methods, Complete	Methods. Reading. Language.	Methods. Grammar. Arithmetic.

TEACHERS' TRAINING SCHOOL PROGRAMMES—Continued.

		RECESS—THIRTY MINUTES. ONE HOUR EACH DAY.—GRAMMAR.			
FIRST WEEK	How to Write Names and Sentences. The Verb. 1. Kinds. 2. Properties. 3. Conjugation. 4. Agreement. 5. Modification.	How to Write Letters and Compositions. The Verb. 6. Infinitive. 7. Participle. 8. Difficult Constructions.	Analysis. Parsing. The Diagram.	The Noun. 1. Modification. 2. Uses.	
SECOND WEEK					The Diagram.
		NOON—TWO HOURS. ONE HOUR EACH DAY.—GEOGRAPHY.			
FIRST WEEK	A Good Topical Outline for Primary Work.	A Good Topical Outline for Advanced work.	Study and Recite Tennessee by the Second. Oral Work.	How to Draw Maps.	
SECOND WEEK	Physical Geography.	Mathematical Geography.	Ideas of Position. Ideas of Distance, Forms of Surface, Ideas of a Map.	Globes and Moulding.	

TEACHERS' TRAINING SCHOOL —Continued.

30 MINUTES EACH DAY—HISTORY.		30 MINUTES EACH DAY—SCHOOL MANAGEMENT.	
FIRST WEEK	Explorations.	Colonies.	History.
SECOND WEEK	Jefferson's Administration.	Work of Clay, Webster, Calhoun.	From 1765 to 1776.
			Formation of States.
			The Revolution.
			Analysis of Declaration of Independence.
			The Constitution.
			Analysis of Constitution of the United States.
FIRST WEEK	School Organization.	School Government.	Courses of Study and Teaching.
SECOND WEEK	Examination.	Records, Promotions.	Grading and Classification.
			Class Management.
			Discipline.

TEACHERS' TRAINING SCHOOL PROGRAMMES—Continued.

	RECESS—THIRTY MINUTES. ONE HOUR EACH DAY—READING.			
	Word Method.	Word Method.	Articulation. Pronunciation.	Emphasis. Inflection.
FIRST WEEK ...	Drill upon "Thanatopsis."	Drill upon the Bat	Drill upon "The Light Brigade"	Drill.
SECOND WEEK ...		tle of Waterloo, and any good de- scription.	and any good Historical Sketch.	Phonetic. Drill.
		30 MINUTES EVERY OTHER DAY—SPELLING.		
FIRST WEEK ...	Pronouncing from Book.		Pronouncing.	Written Spelling.
SECOND WEEK ..		Drill upon Sounds.		Drill upon Sounds.
		30 MINUTES EVERY OTHER DAY—PENMANSHIP.		
FIRST WEEK ...		Principles for Small Letters.	Drill upon Shading.	Principles for Capitals.
SECOND WEEK...	Drill upon Slant, Hight and Form.			Positions.

REGULATIONS. Institutes are to be opened conducted and closed as are the best schools. The institute will begin at 8 o'clock each morning and close at 12. And beginning at 2 in the afternoon will close at 6 o'clock.

All teachers should have their regular books with them each day. White's Elements of Pedagogy and Baldwin's Art of School Management are the prescribed books for pedagogical work. Harvey's grammar will be used for the class book in grammar.

Instructors are requested to study Raub's Method of Teaching, Raub's School Management, Baldwin's Elementary Psychology and Education, and Thring's Lectures on Teaching.

A knowledge of principles, methods of teaching and school management are the objects for which these institutes are held. The vital principles of the teacher's art should be unfolded to the students and all methods which embody these principles should be systematically presented and illustrated.

Important subjects neglected in the ordinary school and difficulties in the subjects there taught may be incidentally explained. The work is not so much the presentation of the academic course as it is the how to teach that course intelligently, logically and satisfactorily.

Instructors will see to it that their instruction is specially adapted to the circumstances and needs of the country teachers. Your work is to show how the improved methods of the graded school may be used to advantage in country schools. Do not present the method as it used in the best schools, asking your students to modify it to suit their needs. Put your invention, experience and skill to work and present the improved modified form. This is one reason why you were selected to instruct. Make your instruction systematic and simple. Outline a plan for every lesson and have the teachers copy it in their note books.

These meetings are not places for debate or controversial argument, and valuable time must not be wasted along these lines. The programme is for a meeting of two weeks. Where four or six weeks are consumed the instructors will divide each daily subject in proportion and teach it the more exhaustively.

The following reports of several of the instructors are made part of this report:

SIXTH CONGRESSIONAL DISTRICT NORMAL.

MOUNTAIN VIEW, ARK., June 23, 1894.

Hon. J. H. Shinn, State Supt., Little Rock, Ark.

SIR:—As principal of the district normal school for the Sixth congressional district of Arkansas, held at Mountain View, Stone county, Ark., I have the honor to report to you as follows:

School opened on Monday, April 2d, 1894 for a term of three months, with an enrollment of 22 which gradually increased to 28, the first month. Average daily attendance for first month ending April 27th, was 25. Enrollment for second month ending May 25th was 33, an average daily attendance of 27. Enrollment for third month ending June 22d was 38, an average daily attendance of 28. Sixteen of those enrolled were active teachers in the public schools and ranging in age from 18 to 58 years and with varied experience from 3 to 66 months. Twenty-two of those enrolled were non-professionals, ranging from 16 to 24 years in age. Four counties were represented in the enrollment—Stone, Izard, Van Buren and Cleburne. The following course was given systematically as indicated during the term.

FIRST MONTH.

Orthography.—Diacritical marks, written exercises.

Reading.—Breathing exercise, culture of voice, training to use of dictionary by frequent questions as to meaning and pronunciation of words.

Penmanship.—1st, 2nd, 3rd prin. of Revised Spencerian system, prompting to proper position of body, arm and feet. Training of finger and muscular movement.

Geography.—Math. geography, map drawing of continents.

Arithmetic.—Fund., prin., comp., num., metric system, factoring and fractions.

U. S. History.—To close of revolutionary war, contemporary history of Europe.

Grammar.—Orthography, etymology, practical illustration.

Physiology.—Skeleton, muscular system, skin. Board illustrations.

U. S. Land Survey.—Townships, base lines, principal meridians.

Pedagogy.—Elements of psychology, prin. of teaching.

School Management.—Ed. instrumentalities, school organization, government.

In addition to above was given each day a ten minute lesson on elementary principles of drawing; and one of same length on word analysis and etymology from the board without text books. Prefixes and suffixes were first taught and thoroughly learned, and then original words from which English roots are taken were written on the board—say to-day, for to-morrow morning's lesson; and each pupil required to report a list of good English words formed upon this root with the various affixes.

SECOND MONTH.

Orthography.—Synonyms, written spelling.

Reading.—Breathing exercise, culture of voice in pitch illustrated by scale drills, quantity, compass by board drawings, daily reading exercise.

Penmanship.—Fourth principle, drills, practice on common letters.

Geography.—Political geography, daily map drawing of sub-divisions.

Arithmetic.—Percentage, its applications, original test problems daily.

U. S. History.—To close of civil war, geography to extent of locating scene of each important event with an "eye single" always to principles and actuating causes.

Grammar.—Syntax, parsing, oral analysis and diagramming everything in text book and many passages from other sources.

Physiology.—Respiration and the voice, circulation, digestion.

U. S. Land Survey.—Sections—how marked, parts of sections—how designated.

Pedagogy.—Methods of teaching in general and as applied to special branches.

School Management.—General and special courses of study, programs therefor, rules of study, principles of teaching.

In addition to above, we had daily ten minutes each in word analysis and composition writing.

THIRD MONTH.

Orthography.—Written, spelling, daily.

Reading.—Emphasis, inflection, modulation, daily reading exercise.

Penmanship.—Fifth, sixth and seventh principles in formation of capitals, general review.

Geography.—Drawing relief maps, oral lessons in physical geography.

Arithmetic.—Involution, square and cube root, explanations or demonstration of rules by diagram and blocks, mensuration, original test problems daily. General review.

U. S. History.—To the present, oral lessons in Arkansas history.

Grammar.—Punctuation, diction, prosody—embracing figures, versification, etc., thorough review.

U. S. Land Survey.—Occasional test questions and problems.

Pedagogy.—Moral training, thorough reviews and discussions.

School Management.—Examinations, records, etc., prof. education, systematic progress, graded schools.

In teaching this school, the following were the plans and methods employed:

Orthography, daily, text-book uniform, all examinations written.

Reading, daily, text-books mixed, selections adapted to particular principles of voice modulation, drills individually and in concert.

Penmanship, daily, no text-book, oral lessons, method, synthetic drill.

Geography, daily, text-books mixed, topic, question and synthetic methods varied according to subject of lesson.

Arithmetic, daily, text-book Ray's, practice, oral and written methods, analytic and socratic.

U. S. History, daily, text-book, Barnes' and Thalheimer's practice, oral and written, methods, topic and discussion.

English Grammar, daily, text-book, Harvey's Pract., practice, oral and written methods, question and analytic.

Physiology, daily, text-book, Steele's and Cutter's. practice, oral and written, methods, topic, question and discussion.

U. S. Land Survey, daily for two months, no text-book, practice, oral and written methods, question and drill.

Pedagogy, daily, text-book, White's, practice, oral and written methods, topic, question and lecture.

School management, daily, text-book, Baldwin's, practice, oral, methods, discussion and lecture.

Natural philosophy, political economy and civil government; and for the last two weeks a systematic oral study

of American and English literature, fifteen minutes each morning. This was made especially interesting in that each member of the class vied with the others in the ability to make the choicest quotations and the greatest number from a given author. I think this exercise more than any other will stimulate them to an eager and intelligent perusal of our literature, and I can but think this simple drill will prove the key to unlock for them in the future the matchless beauties of thought and the great store of intellectual, literary wealth hereto enjoyed by the literary few.

For the last two weeks there was given daily a five minute drill on calisthenics. The entire school was treated as one class and all lessons were prepared out of school hours. About fifteen of those enrolled were not sufficiently advanced to get full benefit of the course; and a few dropped out because of utter inability to keep up. But all the professionals, be it said to their credit, stayed with us and labored like zealous souls for the mastery of the course. How well they succeeded, the future schools of these counties will tell. And I could but think last evening as I addressed my closing remarks to the class, that through your wise discretion, generous efforts, energy and indefatigable zeal have been sown seeds of inspiration and principles of education that are destined ere long to reach the great masses of the people and replace the old log school houses in the rural districts with tasty, well furnished buildings, comfortable and pleasant, where the shiftless, cramming, irregular system of education will be known no more. When children, under wise management and correct methods of teaching, will grow healthily, naturally and beautifully into the noble citizenship which the great State of Arkansas contemplated in the establishment of our system of free schools. I am grateful to have been one of the humble servants of the state in this work, so eloquent of the future, subject to your wise

discretion and valuable counsel. I cannot close this my report without an acknowledgement to H. Denman, county examiner of Stone county, for his hearty co-operation, and to the good citizens of Mountain View for their kind treatment. I remain sir,

Yours truly,

WM. T. HAMMOCK, Principal.

FORREST CITY NORMAL.

FORREST CITY, ARK., May 30, 1894.

Hon. J. H. Shinn, Superintendent of Public Instruction, Little Rock, Ark.:

DEAR SIR—I have the pleasure to report that, by appointment, I held a district normal institute at this place, beginning Monday, March 5, and closing Friday, May 25.

Soon after you sent me my appointment to conduct this normal, I sent out many notices to every post-office in this district. The result was, we had a good number at the beginning of school.

We began our work with a loose classification, having four classes: A, B, C and D. We gradually made changes until we had a well-classified school. The school increased so rapidly until after the first four weeks that we had to select teachers from A and B grades to teach the C and D grades. This kept teaching going on in three rooms all the time school was in session. It also gave those whom we instructed an opportunity to test our methods while they were fresh.

The work was purely normal work from the first to the last day. The best normal outlines were used for A grade, each coming from an educator who stands at the head of his department.

It was a very noticeable fact in my work this summer that the teachers who attended the normal were more earnest and determined on professional training than they have been in my former work. All of them seemed to value

their work higher and to be impressed with a deeper sense of the teacher's responsibility in the school-room. They were eager to learn the latest and best methods of instruction and discipline. Hence, our normal outlines worked to perfection. I am glad to say that these fully covered each of the subjects in which they are examined and required to teach. Many of the teachers declared, both in and out of the normal, and even in their papers delivered at the close of the normal, that they had gained valuable information as to *what to teach* and *when* and *how to teach* it, and they publicly expressed a determination to try to profit by it in their school-room work.

Several of our most prominent white teachers visited our normal, and all of them spoke complimentary of the work being done.

I have taken the following from my register:

Enrolled first day.....	56
Enrolled first week	82
Enrolled first month.....	112
Average daily attendance, first month	86
Average daily attendance, males	29
Average daily attendance, females	57

Second Month.

Enrollment	120
Average daily attendance.....	91
Average daily attendance, males	31
Average daily attendance, females	60

Third Month.

Total enrollment	126
Total enrollment, males	44
Total enrollment, females.....	82
Average daily attendance	79
Average daily attendance, males.....	33
Average daily attendance, females.....	46

Seven counties were represented in this normal and forty-seven licensed teachers enrolled, the youngest teacher being 16 years of age and the oldest being 54.

We are under obligations to the following persons, who taught from one to two weeks in the two rooms which had to be supplied with a teacher for each recitation:

Misses Fannie J. Waterford, Katie Borum, Tina L. Jackson, Katie Terrell, Flora L. Borum, Anna Dozier, Sarah J. Waterford and Mary C. Posey; Messrs. James Jarrett, Robert Posey and O. D. Gettis; Profs. W. L. Purifoy, P. C. Roundtree, H. G. Harrison, L. A. Greer, E. G. Ferguson and C. W. Stuart.

We could not have kept three rooms supplied with a teacher if these persons had not given us their assistance when they were not reciting.

J. H. BLOUNT,

NORMAL DEPARTMENT, SEARCY CHATAUQUA.

Hon. J. H. Shinn, State Supt., Little Rock, Ark.:

SIR.—I have the honor to make the following report of the conduct of the normal department of the chatauqua, held in Searcy, for the four weeks ending Aug. 3, 1894. Total enrollment about 50, of pupil-teachers from not less than 20 different points; and of all grades from the primary to the college. The undersigned gave instruction from 2 to 5 p. m., of each day, (a) psychology, (b) pedagogy, (c) application of pedagogy to all the common school branches. From 9 a. m. to 12 m., instruction was given in the subjects of arithmetic, algebra, grammar, English, geography, surveying, etc. Prof. T. B. Winston, principal Searcy city schools, ably assisted in English grammar and physiology, and County Examiner Baker gave one hour's instruction in surveying. Physician of the place gave three lectures on different branches of medicine. I am impressed with the idea that much good was accomplished in kind and degree.

Respectfully submitted,
ROB'T D. ALLEN.

LOCKSBURG NORMAL.

LOCKSBURG, ARK., June 22, 1894.

Hon. J. H. Shinn, State Supt., Little Rock, Ark.:

SIR—In compliance with your instructions, I with Prof. J. R. Roberts of Pea Ridge, as assistant, opened a normal school here on Monday, April 2nd last, for a term of twelve weeks, which closed to-day with following results: Enrolled males, 45, females, 47, total enrollment, 92. Average daily attendance, males, 26, females, 31, total daily average attendance, 57. Studies pursued:

Orthography,	-	-	92	Reading,	-	-	92
Penmanship,	-	-	64	Written arithmetic,			92
Mental arithmetic,	.	-	92	Geography,	-		92
English grammar,	-		92	U. S. History,	-		92
Arkansas history,	-		15	Surv. pub. land,	-		85
Physiology and hygiene,			90	School management,			92
Latin,	-	-	8	Algebra,	-	-	11

The work was co-ordinate with similar work in the Hesperian school, and classes were based on the grade of license held by the party, as follows: First grade licentiate, A; second grade licentiate, B; third grade licentiate, C. Those not licensed, nor members of some known graded school, underwent an examination, or took "C." The school was visited frequently and by many citizens who expressed themselves well pleased; and a search for useful, thorough, school-teaching knowledge, seemed to be the ultimatum of all members of the normal.

I have been teaching in Arkansas many years, and am now in my sixth year as county examiner, and must say in justice to your efforts, that the steps taken by you, as state superintendent, have proven productive of a good that will redound to your honor in the growing and future generations.

Most truly yours to command,

J. B. MARTIN, Principal.

MAGNOLIA NORMAL.

MAGNOLIA, ARK., June 28, 1894.

Hon. J. H. Shinn, State Supt., Little Rock, Ark.

DEAR SIR:—I herewith submit the following report of the Magnolia district normal school which commenced April 2d, 1894, continuing a term of three months:

Number of instructors	3
“ “ days taught	60
Enrollment	83
Regular in attendance	51
Irregular “ “	12
Attending very little	20
Teachers in regular attendance	21
Prospective teachers in regular attendance	42
Average attendance about	58
Counties represented	4

Pupils from the following counties were in attendance:

Columbia, Dallas, Calhoun and Union, but Columbia furnished by far the greatest number.

Of these a large number of young people who had had no experience whatever in teaching, took advantage of the opportunities offered, and are now teaching with marked success in the schools of the county.

There was in all the classes such a diversity of talent, that I found it difficult to adapt my teaching to the needs of the pupils. Some were poorly prepared and failed to derive the benefit from the work of the class that they otherwise would, yet the work was very satisfactory and was pronounced an eminent success by both teachers and citizens.

Pedagogy and school management received earnest attention, matter and method were carefully considered—first by mastering matter and following it up immediately with proper methods of presenting.

The growth and development of the mind was freely dis-

cussed at almost every recitation by the principal with the view to lead the student to a practical knowledge of the various mental processes as they bear upon the duties and responsibilities of teaching and to base their teaching upon a thorough knowledge of the science of education.

It was the aim of the faculty to make exact teachers and in so doing, promote precision and clearness of thought.

Much time and attention was given to instructions in elementary English. The neglect of our own language is one of the greatest defects in the preparation of our teachers.

After some experience as county examiner I find this especially so in spelling and in many of the common rules of grammar and composition.

One of the most interesting features was the normal literary society, organized by the principal in order to give to young teachers in attendance an introduction to our wealth of literature and an appreciation for it, also for discussing educational topics, debating,, reciting, lecturing, etc.

We had packed audiences on the occasion of these meetings and they were factors of success in the school.

I would be ungrateful did I not thank the good citizens of Magnolia for their earnest co-operation and support—for realizing that the success of the school points back to their intelligent and energetic efforts, and feeling that their encouragement aided me materially in conducting the term to a successful close, I heartily thank them.

The educational interests of Arkansas are rapidly developing along all lines. The public schools are fast gaining in popularity and efficiency and nothing has been of more direct and immediate benefit in bringing about this favorable condition of affairs than the normal schools. They are powerful auxiliaries to educational progress and the good they have already accomplished cannot be estimated.

Very respectfully,

E. L. GATEWOOD, Principal.

HOPE NORMAL SCHOOL.

HOPE, ARK., July 14, 1894.

Prof. Josiah H. Shinn, Superintendent Public Instruction:

I have the honor to submit the following report of Hope normal school for the month commencing June 11 and ending July 6, 1894:

Days taught	18
Enrollment	76
Average daily attendance	47

Report for term commencing April 16 and ending July 6, 1894, is as follows:

Days taught	58
Enrollment	76
Average daily attendance	39
Counties represented	6

The intense interest manifested by the teachers in the work during the term, and in the closing exercises, was an evidence of the fact that many, being conscious of the benefits to be derived from normal schools, duly appreciated and utilized the advantages afforded them by the state superintendent of public instruction (Prof. J. H. Shinn) in the establishment of a school of training at this place.

Respectfully,

H. C. YERGER.

CHICKALAH STATE NORMAL.

CHICKALAH, ARK., June 28, 1894.

To the Hon. J. H. Shinn, State Superintendent Public Instruction:

DEAR SIR: I have the honor to make the following report of the state normal held at Chickalah, Ark., commencing May 27, 1894, and continuing four weeks.

The first week of the normal was held in connection with the county institute, at which time the enrollment reached ninety-two, which attendance continued during the week.

At the close of the institute forty-eight teachers remained to attend the normal, and for the remaining three weeks the average attendance was forty-one. The work done during the week of the institute was mostly normal in its character and a marked degree of interest manifested throughout.

Lectures upon the subject of education were delivered during the term by distinguished educators, including the Hon. J. H. Shinn (state superintendent), Junius Jordan, M. J. Parker and M. L. Davis.

The work during the normal was in accord with the syllabus prepared by the state superintendent, including in the curriculum the common school studies, following the regular programme each day, and giving especial attention to methods of instruction. It appears to me that the great need of our teachers is methods of imparting instruction, and the interest manifested by the teachers throughout this normal betokens a most healthy condition of the public schools of our state.

Especial attention during the normal was given to instruction in the primary branches and formulating a regular and systematic order of conducting recitations in accord with the best approved methods of instruction.

In the performance of my duties as conductor I am very much indebted to Prof. P. L. Burrow, principal of the Dardanelle public schools, who was my associate during the term; and I also acknowledge valuable service rendered by Mrs. P. L. Burrow and Prof. M. L. Croom.

Feeling that this normal has been of very great value to the teachers of the state, and that they highly appreciate the advantages given them,

I remain, with great respect,

L. B. REYNOLDS, Conductor.

P. L. BURROW, Associate Conductor.

LOGAN COUNTY NORMAL.

PARIS, ARK., June 11, 1894.

Hon. J. H. Shinn, State Supt., Little Rock, Ark.:

SIR—As per agreement, the Logan county teachers' normal was held May 28th to June 8th at Paris:

Number of male teachers enrolled	44
Number of female teachers enrolled.....	22
Total number of teachers enrolled	66
Number of males in daily attendance	38.50
Number of females in daily attendance.....	20.50
Total number in daily attendance	59
Number of days taught.....	10
Number of instructors	2
Average age of male teachers	27
Average age of female teachers	20

Grades of license of teachers in attendance—state certificate, one; first grade, 20; second grade, 17; third grade, 24. The teachers from the very first took a lively interest in the work—many expressing themselves as sorry when it closed. Think our teachers are fast coming to the front in all the lines of work. Many thanks for your giving us a normal.

Yours very respectfully,

G. S. MINMIER.

BENTON NORMAL.

BENTON, ARK., June 23, 1894.

Hon. J. H. Shinn, Superintendent of Public Instruction.

DEAR SIR:—We closed our two weeks normal yesterday. Our daily attendance about 35, a good many more enrolled, about 50, some not regular teachers.

We organized classes in everything except penmanship. Most of the classes were large. A majority of the teachers were very studious and made the best of the opportunity for improvement.

The teachers adopted, by unanimous vote, a resolution of gratitude to you for giving us the normal.

I believe permanent good was accomplished.

Mrs. K., assisted me in the primary work part of the first week. This week I have done all the work, teaching six and one-half hours each day.

If I can serve you at any time call on me.

Yours truly,

J. S. KIMBROUGH.

ALTUS STATE NORMAL.

ALTUS, ARK., July 5, 1894.

Hon. J. H. Shinn, Little Rock, Ark.:

DEAR SIR: The state normal is ended, according to your instruction. The attendance was good, under the circumstances. Forty (40) were present, but not all the time. The public examinations interfered most, coming as they did about the middle. Then, toward the close, several left for the State Teachers' association. Then, we were suffering all over the district a severe drouth, dispiriting some. There were three teachers, Prof. Fenton, Prof. Burch and myself. The time was pleasantly and profitably spent. If we could have a normal here every year, we could get up a very general interest in the work among the teachers needing the benefit most. I see more clearly now than ever the importance of such a school of at least a month's duration. I became very much interested in my part of the work, pedagogy, physiology and school management. It grows on me, and is of much importance to young teachers.

Yours truly,

I. L. BURROW.

DERMOTT NORMAL.

DERMOTT, ARK., May 25, 1894.

Prof. J. H. Shinn, Superintendent Public Instruction:

DEAR SIR: I herewith transmit the report of normal work at this place beginning April 2 and closing May 25.

The following is the enrollments, etc. Males, 21; females, 9. Total, 30:

NAMES.	AGE.	EXPE- RIENCE.
Mrs. S. A. Palmer.....	23	3
W. H. Winans.....	36	12
G. W. Wilson.....	26	8
Miss Evalina Croom.....	23	3
John W. Foster.....	30	8
M. V. Pierce.....	23	4
George Pickett.....	16	0
Miss Cora Walker.....	17	0
Miss Medora Redick.....	16	0
Miss Jennie Thomas.....	23	10
N. T. Lane.....	24	4
G. W. Carlock.....	37	10
James Bradford.....	25	4
Alex. Croom.....	16	1
J. L. Palmer.....	28	8
J. S. McElwee.....	26	6
Miss Fannie Jamison.....	19	3
R. C. Weddington.....	28	8
J. S. Desearns.....	21	3
S. L. Mitcham.....	30	8
Miss Sallie Means.....	24	6
Miss L. A. Dennis.....	20	3
Miss Josie Jamison.....	24	8
A. W. Whitehead.....	22	4
W. H. Gray.....	28	12
J. C. Young.....	24	4
K. T. Stith.....	24	3
A. T. Tinsley.....	20	2
S. L. Dixon.....	23	3
J. G. Carter.....	33	6

The enrollment and ages in the normal present the fact

that many were teaching at or about 15, and one at 13; much under age to enter a normal now.

Work Done.

The normal was conducted as a well-regulated school, following as near the programme as discretion permitted, and suffered no serious injury from the apt criticism that "*it was too much like college.*"

Arithmetic. --We began at the beginning: What is arithmetic? Define it as science, as art, and illustrate numbers, concrete and abstract. Notation, kinds, numeration. Addition, subtraction, multiplication and division developed and explained. Simple and local values of figures explained. Properties of numbers, fractions and mensuration required much time, more than we could devote. "Carpeting" is simple, yet few really comprehended its simplicity. We were able to make the tour as far as cube root in the eight weeks, but not wholly satisfactorily; most too rapid for the majority.

Some primary, developing principles:

(1.) Multiply 202 by 202. Explain multiplication and value of the "0."

(2.) Show the same in, $\frac{18 \times 3 \times 0 \times 1}{9 \times 3 \times 2} = ?$

(3.) Show that it will cost more to carpet a room when the width of the room is not a multiple of the width of carpet, stripes running lengthwise.

(4.) Show that the quotient of number is a factor; and that a quotient is always a factor.

Grammar.—Give divisions, parts of speech, and illustrate. Define a letter; a word; a sentence; language. Parts of speech that admit of declensions? of classification? of conjugation? Examples. Give principal parts of: "To be," have, forego. Illustrate redundant verbs, transitive verbs, intransitive

verbs, etc. Rule for agreement, synthetic grammar? analytic? parsing? Importance of each. Correct and parse the following: "It must have been her." Give reasons and rules. Give tense formations. Force of auxiliaries on complements, exercises in difficult constructions, parsed. Figures of speech, etc.

Pedagogy.—Define psychology, soul mind, thought, reason, idea. Outline the powers or faculties of the human soul. Continue the outline through each. Explain emotions and classify them, origin? What is the presentative power, conscience? consciousness? sense perception? Representative power? Depends on what? Do we reproduce the landscape? Explain what is meant by the "mindseye?" What is memory? retention? The product of a psychological act retained? Does the artist or painter retain the landscape, the snow storm, or the purpled occident? Same true in acquisition of knowledge? Why are we not capable of taking in mathematical problems by seeing them worked? Explain intention, Is there a time when there is not a time? space? events? extension? thought power? reason? kinds? syllogistic reasoning? philosophy? Give order of development of the mental powers. Seven principles. Ends of education, means? teaching process, teaching. Give use of words in producing concepts. When are words sensuous sounds? Methods of teaching the different branches? Language lessons precede grammar? Develop the idea of number. Home geography, distance, direction, etc. Recitation? Tests? Abuses of written examination.

Will.—Acts of will? impel or compel? Framing of will.

School incentives, character, morals. Religion in our schools; how taught? Define pedagogy.

School Management.—Basis, educational instrumentalities?

Educational atmosphere, its advantages? Evolution of school, grounds, houses, apparatus; and the new education! Give initial steps in school organization, qualification of teacher? How secured? School room tactics? What is managing a school? Corporal punishment? Nature of punishment? purpose? moral suasion, in moral culture? Explain the circle of science. Arrange a program for your school.

History.---Defined. Give periods or epochs as found in Barnes' work. Give history of discoveries, where, by whom and when. What nations? Mound builders? Early settlements. Wars with natives, Colonial wars, cause, consumation. National wars. Name presidents, events that signalized their several administrations? How make history interesting? Methods of teaching; merits of methods. Begin slow, go slow, note the important events. Defects of committing the test? Dates?

Geography.—Home geography. Intuition of space. Idea of distance. Arkansas natural or political division? Astronomical geography? Horizon? Ecliptic. Cause of day and night. Diagram showing boundaries of zones. United States, the rivers, mountains, contour. Mexico? Central America? Canada? South America? Europe? contour, trend of mountains, drainage. Kingdoms? Republics, etc., map of each. Africa, contour? Countries? mountains? rivers? Asia? Historical geography. Countries? peoples? governments, map of Asia, giving countries, rivers, principal cities, mountains, etc. Compare Europe, Asia and Af

rica with countries in America, (a) latitude, (b) size, civilization and manufacturing enterprise, (c) religion and future hope.

Penmanship.—Principles named. Movements to develop the principles. Essentials to good penmanship? Spacing? kinds? How conduct a writing exercise? Beginners need books? Can pupil learn writing or penmanship from chart? Make: oblique lines; right curves; left curves, and explain. Make: the one-space letters; loop letters; semi-extended letters; all letters on fifth principle, sixth principle, seventh principle. In making F and T do you make the cap first or stem?

Physiology.—Defined. Bones? uses, classification? Tendons? muscles? cuticle? and point out each on chart. Respiration, circulation. narcotics? alcohol? Effects on circulation? Respiration? Name organs of respiration. Voice? Brain? Nerves? kinds? Name and define cranial nerves, etc., and give distribution. Eye? ear? smell? touch? Give further effects of alcohol on brain, nerves, lungs, kidneys, man. Ventilation. How begin a class in physiology? Oral teaching of subject? Illustrative and objective teaching.

Reading.—Illustrative for beginners. Where does the child get its first concepts? Chart drills on words familiar to the child. Make sentence using these words representing concepts in child's mind. Principle: "Language before letters?" Phonetic or phonic drill on words. Take the word CAT. Give sounds: c-a-t. Words composed of sounds. M-a-n, c-u-p, etc., introduced and finally the name of the letters. Drills daily. Higher class work consisted of reading proper. Methods of preparation. Analysis of subject or selection. Good reading?

Tones? Slides? Pitch? Gray's *Elegy in Country church-yard* was read and analyzed,—figures pointed out, historical allusions looked up and explained. "Paul Revere's Ride" and several other pieces furnished food for critical analysis and parsing, and ideas of the poetic arrangement, both æsthetic and effective.

Orthography.—Drill on sounds of letters and diacritic marks daily. When is y a vowel? When is w a vowel? Illustrate. "Can't's eh? An exercise: (Words in *italics* missed; in SMALL CAPS missed by all.) *Marred, phenomenon, æsthetic, man-servant, your, muscles, folio, mine, measles, allright? or al-right, oyster, (not oshter) adjective, spell and define, onion, BIMETALLIC, ken, RAILLERY, differentiate, science, ACOUSTICS, syllogism, amen, zoology, ENTHYMEME, mean, scarlatina, apparatus, mien.* Accent and mark---Spell the plural: *Accomplice, deficit, knight-errant, pretention, IDEA, Knight-Templar, ethical, OBEISANCE, index, mar, OBESE.*

U. S. Land Survey.—History of it. Drills on chart on meridians and base lines. Township lines and range lines. Exercise in drawing townships, making townships and sub-dividing townships into sections. Sections sub-divided, giving half sections, and half sections halved, giving quarters, etc. Locating by townships, by ranges, by sections, and by half section, quarter, etc. Chart drill. Exercises were conducted daily on the chart, embracing civil government, history of Arkansas, drawing, methods in numbers, civil government of United States, etc.

The work was pleasant but exacting, both on instructor and pupils. The attendance was not large, but those who

availed themselves of the opportunity presented, did a large work as the brief account given will indicate. Most of the subjects were new to the pupils and they worked the harder.

DAILY PROGRAMME.

8:30 to 8:50—Opening Exercises—Scripture, Prayer and Music.

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
8:50 to 9:45	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic
9:45 to 10:25	Grammar	Grammar	Grammar	Grammar	Grammar
10:25 to 10:30	Recess	Recess	Recess	Recess	Recess
10:30 to 11:00	Pedagogy	Pedagogy	Pedagogy	Pedagogy	Pedagogy
11:10 to 11:45	Geography	History	Geography	History	Map Drawing
11:45 to 12:00	Penmanship	Penmanship	Penmanship	Penmanship	Penmanship
12:00 to 1:30	Dinner	Dinner	Dinner	Dinner	Dinner
1:30 to 2:15	Sch. Mg'mt.	Sch. Mg'mt.	Sch. Mg'mt.	Sch. Mg'mt.	Sch. Mg'mt.
2:15 to 3:00	Physiology	Physiology	Physiology	Physiology	Physiology
3:00 to 3:10	Recess	Recess	Recess	Recess	Recess
3:10 to 3:40	Reading	Language	L. Reading	Language	L. Reading
3:40 to 4:00	Orthography	Orthography	Orthography	Orthography	Orthography
4:00 to 4:30	U. S. Land Sv'y	U. S. Land Sv'y	U. S. Land Sv'y	U. S. Land Sv'y	U. S. Land Sv'y
4:30 to 5:00	Chart Drill	Chart Drill	Civil Gov't	Civil Gov't	Drawing, etc
5:00	Adjourn	Adjourn	Adjourn	Adjourn	Adjourn

The new subjects gave the pupils much work since very few had ever studied anything along the line, especially of psychology.

Parsing is painfully neglected in our schools; and the indications are that it is fast becoming a lost art; it needs resurrection in our schools.

Spelling and defining furnished quite a delightful and profitable exercise of the exercises, conducted so as to let the pupil see *his* or *her own error* and beget a disposition and power to amend them or avoid making them.

We worked assiduously and with a will, and accomplished something it is hoped. There is a crying need of a permanent work of this kind and character in this section. The schools are too short and too crowded with pupils of low grade to accomplish much in them, hence the need of a higher class or grade school. The board tendered its house and a janitor and made it pleasant for the normal.

I trust this brief sketch of the work will be sufficient to show in a measure our plan and scope of the work. It is much regretted that you could not be with us. The teachers were faithful and lent all assistance in accomplishing much good.

Lawyer R. A. Buckner favored the teachers with a brilliant lecture, replete with thought, on education, which was well received. The teachers offered resolutions and steps to reorganize the teachers' association which I am requested to send with this report.

Respectfully submitted.

D. A. SUMNER.

JASPER NORMAL.

JASPER, ARK., June 22, 1894.

Hon. J. H. Shinn, State Supt., Little Rock, Ark.;

School opened first Monday in April and closed the 22nd of June.

Days taught	58
County examination	2
Total enrolled	60
Males enrolled	36
Females enrolled	24
Average monthly enrollment	52
Average daily attendance.....	40.50
Daily attendance of males	14.51
Daily attendance of females	9.85
Daily total attendance.....	24.36
Percentage of daily attendance	78 1-6
Per cent of teachers in enrollment	83
No. that had attended college or high school	10
No. of graduates of college or high school	2
Natives of Arkansas, per cent	75
Counties represented	7
States represented by nativity ..	12

Cost of board to pupils, \$5 to \$7 per month.

Number of Pupils in Each Branch Taught.

Orthography	60
Reading drill	60
Penmanship	60
Written arithmetic	60
Mental arithmetic	60
Geography	60
English grammar	60
History of United States	60
U. S. Land Surveying	60
Physiology	60
Algebra	9
Latin	8
Pedagogy	25
School Management	60

In all, 14 branches, besides lectures on organizing and opening and closing school. Had three lectures on moral

philosophy and political economy, by Rev. Doran, former professor in state normal of Missouri. Average standing on our examination, 79 per cent. We went over the whole common school curriculum and reviewed, giving much drill on method.

The citizens gave us a hearty welcome and in many ways showed their high appreciation of the normal, saying it did more for the cause of education in that county than anything that had been done before. We did much to impress the idea that teaching is a *profession*, and kept before them an outline of the moral, mental and social qualifications of the true teacher. The personnel of the pupils is of a high order of native ability. I predict rapid progress in that county.

G. A. JONES, Principal.

PIKE COUNTY NORMAL.

MURFREESBORO, ARK., July 5, 1894.

Hon. J. H. Shinn, Superintendent Public Instruction, Little Rock, Ark.:

MY DEAR SIR AND FRIEND—The Pike county normal opened June 4 at Murfreesboro, with an enrollment of forty-four teachers, and closed after three weeks' desperate work with seventy-five. The average daily attendance was sixty-four, and each did faithful work. The enrollment included, save two or three, all teachers of Pike county and several from adjoining counties. From the great interest shown by daily attendance, hard work done while there, resolutions passed at the close of the session leads me to say for the teachers in attendance that no more faithful body of teachers could well be found than attended the normal at Murfreesboro.

The work done was along the lines suggested by you in your instructions, and was just what the teachers needed. The pedagogic consciousness was aroused and somewhat developed in all, and I believe that every teacher carried

should have scholarship, possess a theoretical and practical knowledge of pedagogical principles, and that he must succeed under natural conditions.

Our normal was located in a community that, before the away the idea of his three-fold nature, namely: that he work opened, did not fully understand the nature of such a school, and many were outspoken against it. But after the work began, and enrollment increased as the interest grew, the opposition to the normal vanished, and those who came to scoff remained to participate. There is now, I think, no county in the state more heartily in favor of the normal training schools than is Pike, and it is their sincere wish that the term next year, instead of three weeks, be extended to three months.

One very pleasant feature of the normal was a literary society, which met one night of each week. During the session every member took some part in the society, and performed his duty creditably.

Prof. J. C. Pinnix, county examiner, than whom no man has done more for the schools of his section, made a call for the school directors of his county to attend the closing day, and as a result a large per cent. of them were present. This day was known as directors' day. We discussed school interests, management, books, school needs, school law, teachers, etc., etc. The feeling expressed by all was that much good had been done and would result from the meeting. There is now a much better understanding concerning the duties and relations of parent, pupil, teacher and director than before.

I carried with me about one hundred books on methods, pedagogy, psychology and other subjects, which were loaned to the teachers; also reading and writing charts, charts in geography and a fine, large, \$40 manakin, all of which enabled me to accomplish much good. I conducted the work unaided.

GEORGE B. COOK, Principal.

WASHINGTON DISTRICT NORMAL SCHOOL.

WASHINGTON, ARK., June 29, 1894.

Hon. J. H. Shinn, Superintendent Public Instruction:

DEAR SIR—I beg leave to submit the following report of the Washington district normal school for the three months' term ending June 23, 1894:

Number days taught.....	60
Teachers employed.....	3
Males enrolled	30
Females enrolled	52
Total enrolled.....	82
Average monthly enrollment	73
Average daily attendance, males.....	27
Average daily attendance, females	38
Average daily attendance, total.....	65

The work done has been very satisfactory. The students were prompt, earnest, regular and punctual in all their school duties.

Taken altogether, it has been one of the most successful normal schools that ever came under my observation, and *much* of its success is due to the very earnest efforts of that noble woman, Mrs. F. L. Sutton, who has done her part so well in this school.

Hoping to meet you at the state teachers' association,

I am, respectfully,

W. F. LEE.

AUGUSTA NORMAL.

AUGUSTA, ARK., June 6, 1894.

Hon J. H. Shinn, State Superintendent, Little Rock, Ark :

DEAR SIR :—The normal school held by me at this place in accordance with your instruction in letter of April 17th, closed yesterday after a very profitable session.

There were 40 teachers in attendance, all of this county. 27 males, 13 females, average daily attendance 25. We had

eight recitations daily and endeavored as nearly as possible to cover the entire common school course, but devoting most time to autography, grammar, arithmetic, the new branches and the use of maps, globes, charts, etc.

It would have been impossible for me to have done this alone, but I procured, at my own expense, the assistance of one of the county teachers.

W. A. RAMSAY.

LITTLE ROCK NORMAL.

LITTLE ROCK, ARK., September 11th, 1893.

Hon J. H. Shinn, State Superintendent, Little Rock, Ark :

DEAR SIR :—The normal school for the colored teachers of the state, which convened here on the 14th, of August, closed last Friday, September 8th, after a most pleasant, interesting and profitable session of four weeks. We commenced the first week with an enrollment of 37 pupils and closed it with 52. The interest and number gradually increased throughout the session, the total enrollment reaching 108. I have never had the pleasure of seeing a more earnest, energetic and hard working body of teachers.

Many of the country teachers arranged with their directors to close their schools one week for the purpose of attending the normal for that time. The interest manifested showed that they are fully aroused concerning their educational improvement and mean to grasp every opportunity offered for their advancement. Most of those who attended this school were teachers who teach in this and other counties in the state, one from Texas, and a few young people from sixteen to twenty years of age, who expect to enter the profession.

A thorough review was given in arithmetic, English grammar, United States history, geography, reading and spelling.

The subjects of land survey, physiology and school management were also treated with close attention.

Mrs. L. E. Stephens, who conducted the subjects of grammar, reading and geography, is a teacher of long experience in the Little Rock public schools and knows how to handle these subjects with best advantage and interest to the teacher. She is one of Little Rock's best teachers.

The enrollment was : Males 29, females 79, total 108. Average daily attendance: Males 11.7, females 51.8, total 63.5. Number of days taught, 20. Ages from 16 to 42.

The teachers generally, and many of them individually, expressed their satisfaction with the management of the normal school and declared themselves greatly benefited by their attendance, as an earnest of which sentiments they offered and passed the attached resolution.

Yours respectfully,

J. G. ISH.

BLACK SPRINGS NORMAL.

MURFREESBORO, ARK., Dec. 30, 1893.

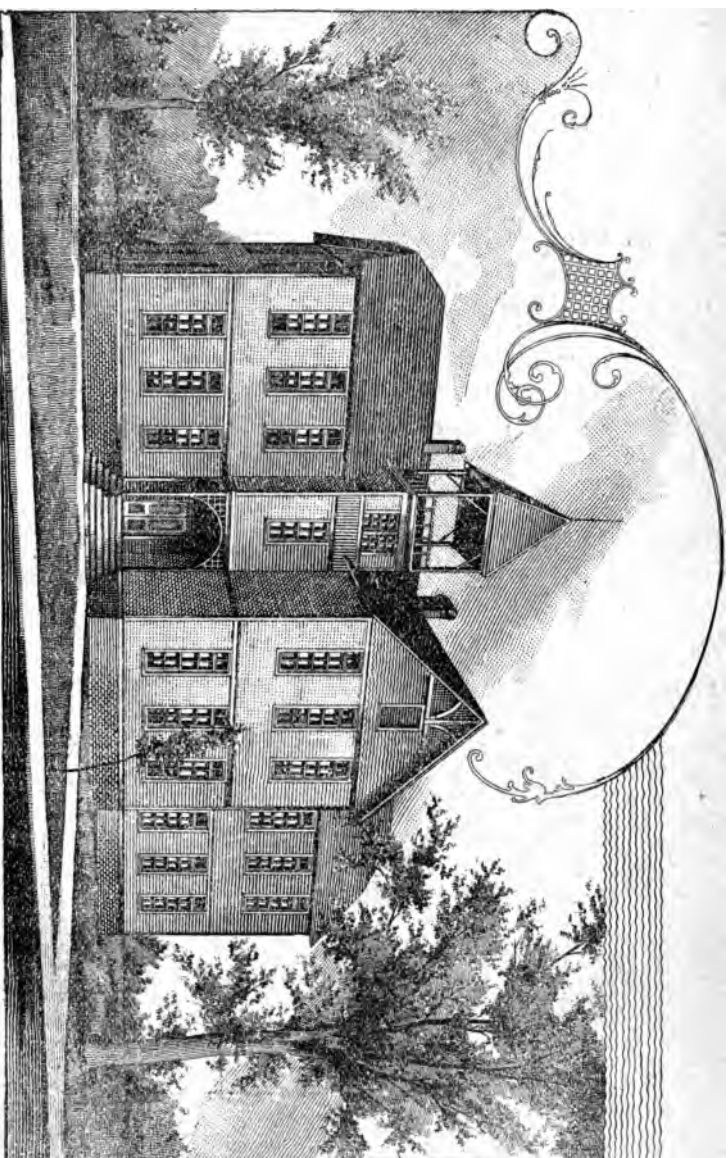
Hon. J. H. Shinn, State Supt., Little Rock, Ark.:

SIR—We have the pleasure to report that pursuant to your instructions we opened a normal school at Black Springs, on September the 18th.

We found that an elegant and commodious building had been erected and every arrangement made for a pleasant and profitable time. There were eighteen pupils and four teachers in attendance the first day.

We immediately organized and were busy at our work by ten o'clock. We kept the school open from seven and one-half to eight hours each day for sixty days. The entire enrollment for the term reached only fifty.

Number male pupils enrolled.....	35
Number female pupils enrolled	15
Average daily attendance, males.....	20 3-5



LONOHE PUBLIC SCHOOL.

Average daily attendance, females 11 1-10
Total average daily attendance 35 7-10

Nearly all of the fifty enrolled were from Montgomery county and only eighteen of them have been engaged in teaching. This was the first school of the kind ever held at Black Springs and it has served as an educational stimulus to teachers, pupils and citizens. We insert in this report the following notice from the Montgomery County Herald :

Allow us to thank you sincerely for the expression of your confidence in us in appointing us instructors in the school, and to assure you that we have faithfully endeavored to discharge the duties to the best of our abilities.

Respectfully,

W. G. FAIL,

J. C. PINNEX,

Instructors..

CHAPTER XIII.

NORMAL SCHOOLS.

The state normal schools at Morrilton and Jonesboro closed their second year with credit and power. Despite the fact that a small tuition fee was charged the last year the attendance was good and the student-teacher work of the highest character. The Peabody trustees contributed about \$3,000 for the last year's work of these institutions, without which they could not have passed through the severe ordeal of the year's financial stringency. I expect the same contribution for the next year and the indications point to a larger attendance this year than ever before. I urge an appropriation of \$2,500 annually, to each of these schools, believing that the public school service demands it. Every state and foreign country that pretends to foster public education, makes teacher preparation an object, and provides liberally for state normal schools. Arkansas can well afford to make the appropriation asked for, and duty to the youth would seem to require it.

The following list will show the graduates last June—

JONESBORO.

NAMES.	POST-OFFICE.	COUNTY.
Miss Stella Robertson	Jonesboro	Craighead.
Miss Alice Morelock	Jonesboro	Craighead.
Miss Effie Nash	Jonesboro	Craighead.
Miss Cora Klapp	Jonesboro	Craighead.
Homer A. Stroud	Jonesboro	Craighead.
Miss Cora Duke	Weiner	Poinsett.
Miss Alice Bandy	Tuckerman	Jackson.
Miss Lucie Glass	Starcy	White.
Miss Mary Gilliland	Brookland	Craighead.
G. W. Hendricks	Austin	Lonoke.
W. F. Buck	Sulphur Rock	Independence.
James E. Parr	Jonesboro	Craighead.
Chas. B. Gregg	Jonesboro	Craighead.

MORRILTON.

NAMES.	POST-OFFICE.	COUNTY.
Miss Emma Riddle	Clarksville	Johnson.
J. M. Shackelford	Batavia	Boone.
W. B. James	Smead	Calhoun.
H. L. Nichols	Clarksville	Johnson.
Miss Nettie Witherspoon	Lonoke	Lonoke.
Miss Emma Harris	Morrilton	Conway.
Miss Annie McCauley	Morrilton	Conway.
Miss Orphie B. Ralston	Morrilton	Conway.
Miss Viola Boggess	Morrilton	Conway.

These, each and all, finished the full three years' course with credit and honor, many of them being graduates of colleges from this and other states. Their professional training is believed to be equal to that of any training school of the country, and their influence upon the public schools will be healthful. Besides this, several score finished the second years' course and have carried their power into the summer schools this year. Reports from directors are that they are far in advance of what they have had.

The following pages will show the faculties of the schools, their courses of study, and their students for 1893-4.

MORRILTON.

Col. R. D. Allen, M. D., A. M., Principal, former president of the Kentucky Military Institute.

Prof. J. G. Millsaps, science and Latin.

Miss Elizabeth A. Craig, English.

Miss Mamie N. Reinhardt, geography, history and book-keeping.

JONESBORO.

Prof. Charles L. Sampson, Principal.

Miss Elise N. Baker, mathematics.

Mr. J. W. Decker, Latin and science.

COURSE OF STUDY.

STUDIES.	1st Year			2d Year.			3d Year.			Weeks to Each Subject	Division of Subjects
	1	2	3	4	5	6	7	8	9		
	12 Weeks	12 Weeks	12 Weeks	12 Weeks.	12 Weeks.	12 Weeks.	12 Weeks.	12 Weeks.	12 Weeks.		
Psychology.....				b	b	d		c	c	21	Professional.
Psychology—Ethics and Will.....								c	b	12	
Pedagogy.....						b	b	b		23	
Elements Psychology.....	d	d	b					b		7	
Elements Pedagogy.....	a	c	c		d	d	d	c		24	
Model school.....	d	b	d		d	d	d	c		8	
School Management.....				c	c	c	c	c		16	
History of Education.....				c	c	c	c	c		6	
Primary* Arithmetic.....	d	d									Mathematics.
Arithmetic.....	b	c	a							26	
Prep. Algebra, or Literal Arith.....	c	b								13	
Algebra.....			d	b	b	c				21	
Geometrical Forms.....	d	d									
Geometry.....				c	c	b	b	c		27	
Mensuration.....							c	c	c	10	
Trigonometry.....								b		8	
Surveying.....									a	12	
Zoology.....	b	b								16	Science +
Physics.....				b	a		c			27	
Botany.....			b	c						13	
Anatomy.....	c	d								5	
Physiology.....		c	c			b				17	
Hygiene.....						c				5	
Chemistry.....							b	c		14	
Physical Geography.....	d							b	c	12	
Reading.....	b		c							14	English.
Orthography.....	d	d	d							14	
Grammar.....	c	b	b							14	
English Composition.....	d	c		d	d	d				14	
English Literature.....				b						8	
Logic.....				c	c					10	
Science of Rhetoric.....					b	c	d			14	
Shakespeare.....							b			8	
Political Economy.....								b	c	14	
Anglo-Saxon Grammar.....								c	b	14	
Civics.....						c				6	
Arkansas School Laws.....							c			7	

COURSE OF STUDY—Concluded.

STUDIES.	1st Year.			2d Year.			3d Year.			Weeks to each subject.†	Divisions of subjects
	1	2	3	4	5	6	7	8	9		
	12 weeks.	12 weeks.	12 weeks.	12 weeks.	12 weeks.	12 weeks.	12 weeks.	12 weeks.	12 weeks.		
History—Biography.....	c	b								5	Geography, history and bookkeeping.
Greek.....	d	d	b							14	
Roman.....	d	d	b							5	
European.....	d	d	d	c						18	
English.....	d	d		c	c					14	
U. S. and Arkansas.....	d	d					c			5	
Geography.....	b	c	c							18	Latin.
Book-keeping.....						b	b			14	
Constitutional law.....								b	a	20	
U. S. and Arkansas constitutions.....								c		5	
Latin—Grammar and reader.....	a	b								20	Exercises.
Composition.....		c	d	d	d	d	d	d	d	26	
Caesar.....			a	a						18	
Sallust.....					a					26	
Cicero.....						a	a			26	
* Vergil.....								a	a	25	
Drawing.....	d	d	d		b	d	d			10	
Penmanship.....	d	d	d		d	b					
Callisthenics.....	Ten minutes, morning and afternoon.										
Vocal music.....	Thirty minutes each day.										

*a=Five hours of fifty minutes each per week.

b=Three hours of fifty minutes each per week.

c=Two hours of fifty minutes each per week.

d=In connection with some other study.

The three hours per week—one hour Monday, Wednesday and Friday. The two hour per week—one hour Tuesday and Thursday. It is expected that part of each Saturday will be utilized to secure completion of course of study, if necessary.

For limited syllabus suggestive of details of work, see page 242, etc.

†A week is a period of five hours of fifty minutes each.

‡Geology and mineralogy taught by lecture the third term of second year and first term of third year, the course of lectures having especial regard to the State of Arkansas.

§This classification is for convenience in work.

LIMITED SYLLABUS OF WORK.

This syllabus is intended to be a suggestive explanation of the course of study, tabulated pages 240 and 241.

PROFESSIONAL.

ELEMENTS OF PEDAGOGY. *First Term.*—(Five hours each week.) It is expected that several ends will be gained. (1) To make each term as complete in itself for the pupil as may be practicable. (2) To secure a review of all the principles of the Primary Branches—Arithmetic, Reading, Geometrical Forms, Zoology, etc. (3) To so use the inductive method in object teaching with the pupils, that they may be able to some extent apply the principles discovered in their own schools.

During this twelve weeks the pupils are to be exercised in all the elementary branches of all the departments, for instruction in both subject and teaching and use of texts. The instructor will strive to bring before the class those objects and their relations on which both psychology and pedagogy are founded. To this end each member of the class will be brought into the relations of an investigator, a pupil, a teacher and a governor, so that each one may have the opportunity to discover for himself his duty and obligations in the light of facts and truth. Thus, also, pupils are to be prepared for intelligent observation of the model school, which as occasion may justify will be in active working condition before the normal class.

Through the whole professional course pupils are expected to write on tablets for preservation (1) observed facts and (2) theses on these facts.

ELEMENTS OF PEDAGOGY. *Second Term.*—(Two hours each week.)

OBSERVATION IN THE MODEL SCHOOL.—(Three hours each week.)

The training teacher does *his* work with a class of ten or

more pupils, in the primary subjects, successively, in the presence of the normal pupils, progressively illustrating the principles developed in elementary pedagogy and psychology, thus combining theory and practice. The primary classes of both the first and second school year are brought in for this purpose, as the progress of the primary pupils may permit, and the condition of the observation class may require. This instruction is to be as clinical in character as it is practicable to make it.

Normal class to write up (1) observed facts, (2) theses based on these facts.

ELEMENTS OF PEDAGOGY AND PSYCHOLOGY.—*Third Term.*—(Five times each week.) The normal class uses text on *Elementary Psychology and Pedagogy*. The principles and methods illustrated by the training teacher as circumstances may require. Special attention given to teaching elementary zoology, botany and the like.

MATHEMATICS.

ARITHMETIC.—*First Term.*—(Three hours each week.) *Preparatory Algebra.*—(Two hours each week.) These periods of time are to be varied by the instructor as progress in the branches may require. Beginning at arithmetic where the state of knowledge of the subject by the normal class may require, the pupils are led by the use of objects to the discovery of *all* "principles" and required to express them in their own language; then to study the texts, compare results and render as perfect as possible their knowledge of the principles and their expressions of them in language. Pupils are led to generalize the principles discovered, give expression to them with letters, and by use of varied examples and the equation to render their knowledge generic.

SCIENCE.

ZOOLOGY.—*First Term.*—(Three hours each week.) HUMAN ANATOMY. (Two hours each week.)

The normal class begins with the dissection of types of insects, birds, etc.; methods and principles of classification learned by comparison of animals, noting resemblances and differences in plan of structure and development. Facts observed kept in a note book and theses written. Then charts and texts are to be used. Work begins with insects to be in the season.

When class begins to dissect mammals, the study of human anatomy begins with charts, manikins, etc., much assisted by facts discovered in dissection of the mammals.

ENGLISH.

READING. *First Term.* (Three hours each week.)

GRAMMAR. (Two hours each week.)

Normal class read with a view to the discovery of the structure, figures, etc. The teacher to so regulate hours per week in grammar and reading that principles may be discovered and rendered generic in the minds of the pupils. Treatment of subjects parallel to that of mathematics and science. The end is "analysis; determination of the essential elements of the sentence through an examination of the nature of the thought; how modification of elements arises from the expression of thought; extensively drill in distinguishing principal and subordinate elements, and discovering their relations through the analysis of sentences."

Special attention given to orthography and composition, pupils being required to write up observations.

GEOGRAPHY, HISTORY AND BOOK-KEEPING.

HISTORY, BIOGRAPHY. *First Term.* (Two hours each week.)

POLITICAL GEOGRAPHY. (Three hours each week.)

The normal class to be divided into sections; the teacher to select a number of prominent characters from ancient to present time, such as Alexander the Great, Cæsar, Napoleon, central characters of historic periods; the members of each

section to write an essay on life of the same person, limits in length of which to be determined by the teacher; four weeks given for this work; during this time teacher to assist the pupils in the study of the characters; when essays reported, they are to be read before the class and criticised by the teacher and class, those worthy of it to be published. The instruction in geography to have especial regard to the essays. The particular periods of time devoted to history and geography to be changed as circumstances may require.

GENERAL REMARKS.

It is not deemed necessary or desirable to enter further into details. The intelligent reader will readily discover the plan and design of the course of study.

It is not expected that teachers will adhere strictly to all the details of the course of study. The school and course of study in all details are for the pupils, not the pupils for the school. The teachers are expected to do their full duty.

The teachers are expected, in a reasonable manner, to strive to accomplish in full the course of study in the time prescribed.

The teachers of each normal are expected to meet every Friday evening for at least two hours intercourse, in order to make a unit of their work, and at the end of every four weeks to make a report of the condition and progress of every pupil to the superintendent of public instruction.

It is suggested that in the beginning it would be well for the teachers of the several departments to consult with each other very freely.

Each term is to be made as complete in itself as practicable for those pupils unable to attend longer than a term at a time.

SECTIONS FOR INSTRUCTION.

The FIRST YEAR PUPILS may be divided into two sections, according to ability and progress; if numbers require, they

may be divided into three sections. The SECOND YEAR PUPILS may be divided into two sections. The THIRD YEAR PUPILS must be held together as one section.

GENERAL REGULATIONS.

The faculty may suspend or dismiss a pupil, subject to an appeal to the state superintendent of public instruction.

The principal is held responsible for the general conduct of his state normal. The teachers are required to co-operate fully and freely with the principal in maintaining discipline, and are held responsible for the order, discipline and progress of the sections they teach.

The faculty of each school is authorized to establish and promulgate rules and regulations, subject to approval of the state superintendent.

Teachers assigned to duty in special departments may be required to do work in some other, if in the opinion of the principal and faculty the best interests of the school demand such a course.

As nearly as practicable, the work is to be equally divided between the teachers.

The daily exercises on Monday, Tuesday, Wednesday, Thursday and Friday of each week shall begin at 8 a. m. and close at 12:15 p. m.; begin at 2:15 p. m. and close at 4:15 p. m.

The faculty may at its discretion order any work done on Saturday by a part of the whole school, when the best interest of the school or of the pupil require it.

GRADUATION AND DIPLOMAS.

Students who complete the entire course, after passing a thorough examination conducted by the faculty of each school and the state superintendent of public instruction, will receive a diploma and state certificate. The certificate will authorize its holder to teach in any county of the state,

and is good for life. A diploma alone will be granted to such as take the academic course and no more.

GENERAL INFORMATION.

Fall term begins September 18 and continues twelve weeks (closing December 8.)

Winter term begins December 10, 1893, and continues twelve weeks (closing March 2, 1894.)

Spring term begins March 4, and continues twelve weeks.

Students may enter at any time and remain as long as convenient, but they are urged to begin with the term days and to remain full terms.

Each pupil-teacher must be at least 16 years of age.

Tuition will be charged as follows:

Per term	\$ 9 00
Per year	27 00

This tuition is due at the beginning of each term or year, and will be paid to the secretary of the faculty.

Boarding may be had in good families at from \$2.00 to \$3.50 per week. Students who choose to club together may reduce the expense to a mere nominal limit. In preparing for life work it is no disgrace to eat brown bread and to avoid the styles and fashions of the day.

Books may be obtained of the various publishing houses at a slight advance above their cost. Some books will be prescribed, but each student is requested to bring all the books he may have upon each subject from the primary grades upward. These schools will not lead pupils to know a book, but any book.

A WORD TO PARENTS.

Do not give your children any great amount of pocket money, and do not permit them to contract debts. All lavish and careless expenditure of money upon the part of students is forbidden. Give your children no more money than they actually need.

REQUIREMENTS.

1. Neatness of person and dress.
2. Purity of words and behavior.
3. Cleanliness of desks, books and rooms.
4. Courteous bearing to teachers and fellow-students.
5. Punctuality and promptness to the minute.
6. Respect for all the rights of others in all things.
7. Obedience to every regulation.
8. Devotion to work.
9. Quiet and orderly movements.

Each student will be pledged to conform to these requirements. The penalty for repeated or willful violation of all or any of them will be expulsion.

Students may attend the school of their choice.

Students enrolled at Morilton state normal school for the year ending June 1, 1894.

PREPARATORY CLASS.

Bagwell, Maggie	Morrilton.
Burrow, Mabel	Morrilton.
Capps, William	Morrilton.
Dowdle, Joe	Morrilton.
Floyd, Oscar	Little Rock.
Green, Willie	Morrilton.
Hanna, James	Morrilton.
Hanna, William	Morrilton.
Irving, James	Morrilton.
Irving, Nannie	Morrilton.
Leigh, Charles	Morrilton.
Mayo, William	Morrilton.
Merritt, Hiram	Morrilton.
Meyers, John	Morrilton.
Paulman, Elmo	Tichnor.
Shelby, Lucile	Morrilton.
VanNorman, Maude	Morrilton.

Vaughan, Jennie.....	Morrilton.
Wooten, Arthur.....	Morrilton.
Wooten, Dudley.....	Morrilton.
Wilson, Ernest.....	Morrilton.

FIRST YEAR CLASS.

Adams, Nona.....	Morrilton.
Bagwell, John.....	Morrilton.
Breiman, Mary.....	Little Rock.
Cook, Edith.....	DeVall's Bluff.
Cravens, Lois.....	Morrilton.
Clifton, J. C.....	Gum Log.
Davis, Sallie.....	Fourche Dam.
DeLong, Wickie.....	Morrilton.
Dixon, Nora.....	Morrilton.
Dowdle, Rea.....	Morrilton.
DuVall, Mollie.....	Gum Log.
Elliott, E. F.....	Little Rock.
Francis, Frederick.....	Morrilton.
Hudson, A. J.....	Moreland.
Hoskins, C. A.....	Moreland.
Hardin, Flora.....	Morrilton.
Hibbard, Allie.....	Tichnor.
Howard, Georgie.....	Morrilton.
Irving, Robert.....	Morrilton.
Jacobson, Hulda.....	Morrilton.
Lucas, Ella.....	Morrilton.
Massey, J. W.....	Cleveland.
Morlock, H. G.....	Morrilton.
Morlock, Clara.....	Morrilton.
McLain, Emma.....	Morrilton.
McCauley, Linnie.....	Morrilton.
Meyers, Jennie.....	Morrilton.
Meyers, Della.....	Morrilton.
Neal, William.....	Morrilton.

Powers, John	Little Rock.
Paulman, Jessie	Tichnor.
Scarborough, Anna	Morrilton.
Scarborough, Frank	Morrilton.
Savage, Tennie	Morrilton.
Savage, Susie	Morrilton.
Wooten, Leona	Morrilton.
Wild, Edwin	Morrilton.
Wood, Mattie	Carlisle.

SECOND YEAR CLASS.

Bagwell, Eugene	Morrilton.
Boggess, Viola	Morrilton.
Brown, Olive	Morrilton.
Beaty, James A.	Pott's Station.
Blackburn, Alice	Davis.
Doughty, W. F.	Amity.
Fike, W. F.	Bearden.
Howard, Ethel	Morrilton.
Huie, J. R.	Houston.
Haggard, J. E.	Enola.
Holman, Mollie	Lemric.
James, W. B.	Smead.
Matthews, T. M.	Enola.
Mason, Tom	Index.
Paulmas, Mrs. Emma	Tichnor.
Reding, Mrs. Ollie	Clarksville.
Reeves, C. H.	Ola.
Rankin, Susie	Morrilton.
Robison, Jim	Morrilton.
Scarborough, D. B.	Morrilton.
Shackelford, J. M.	Batavia.
Turner, E. D.	Ash Flat.
Winters, N. W.	Locust Bayou.
Wilson, Mattie	Morrilton.
Wells, Arthur	Morrilton.

THIRD YEAR CLASS.

Brown, B. R. Barney.

LIST OF STUDENTS

Enrolled at Jonesboro state normal school for the year ending June 6, 1894:

NAMES.	Age.	ADDRESS.	EXPERIENCE.
W. F. Buck	36	Sulpher Rock, Inde'e Co.	18 years
B. H. Caldwell	24	Fulton Co	4 years
S. T. Ewing	46	Laconia, Desha county	15 years
C. B. Gregg	20	Jonesboro	None
J. R. Gregson	23	Craighead county	4 years
G. W. Hendricks	23	Austin, Lonoke county	12 mon's
A. S. Rogers	24	Sedgewick, Lawrence Co	18 mon's
H. A. Stroud	19	Jonesboro	3 mon's
J. E. Parr	19	Jonesboro	3 mon's
F. E. Estis	17	Camden, Ouachita Co	3 mon's
C. D. Frierson	16	Jonesboro	3 mon's
W. B. Hamm	25	Evening Shade	4 years
W. P. Johnson	17	Jonesboro	None
J. H. Little	18	Jonesboro	None
Elisha Mason	22	Dallas county	6 mon's
J. S. McClung	19	Mt. Hope, Alabama	5 mon's
R. L. Muse	25	Craighead county	5 years
Oscar Knight	17	Jonesboro	None
J. A. Gregg	17	Jonesboro	None
R. F. Higginbotham	16	Jonesboro	None
L. S. Willey	20	Craighead county	6 mon's
J. H. Bishop	23	Craighead county	None
*Florence Barton	19	Jonesboro	None
Alice Bandy	19	Tuckermn, Jackson Co	9 mon's
Cora Duke	18	Poinsett county	9 mon's
Mary Gilliland	17	Craighead county	2 mon's
Lucie Glass	23	Swifton, Jackson county	8 mon's
Kora Klapp	19	Jonesboro	None
Alice Morelock	17	Jonesboro	None
Stella Robertson	18	Jonesboro	6 mon's
Cora Westbrook	18	Jonesboro	None
Ethel Williams	17	Jonesboro	None
Lena Williams	18	Jonesboro	2 mon's
Effie Nash	17	Jonesboro	None
Nora Ferguson	16	Jonesboro	None
John Matthews	17	Texas	None
Launa Morelock	16	Jonesboro	None
Kattie Pope	18	McRae, White county	3 mon's
Emma Nicks	20	Thayer, Mo	None
Maud Seymour	17	Jonesboro	None
Alta Pyle	16	Jonesboro	None

CHAPTER XIV.

READING CIRCLE.

By a resolution adopted at a meeting of the State Teachers' Association at Morrilton, the officers of the Reading Circle were requested to prepare a three years' course of reading for its members. The officers, therefore, have prepared the following course of study:

First Year.

Phonetics.—Phyffe's School Pronouncer.

Word Study.—Kellogg and Reed, Word Building.

Language Work.—Hyde's Book I and II.

How to Teach Geography.—Nichol's Topics in Geography.

Pennmanship.—Appleton's How to Teach Writing, and the instruction and practice required by any good series of writing books in use.

Course of Reading.—Mrs. Craik's Fairy Stories; Church's Bible Stories; Irving's Sketch Book (Selections); Historic Readings (Shepherd). Mary Burt's Landmark's of English Literature will be a good guide for selection and a helpful manual.

Phyffe's Seven Thousand Words often Mispronounced will be a convenient hand book for pronunciation.

White's School Management is an excellent book. Every teacher ought to study it.

Second Year.

Phonetics.—Same as the first year.

Language.—Maxwell, and Maxwell's Introductory English Grammar.

Geography.—As a text book Harper's.

School Geography.—(Arkansas and Louisiana Edition). Redway's Manual.

History.—Shinn's History of the American People or Eggleston's History of the United States and its People.

Penmanship.—Same as the first year.

English Grammar.—Maxwell's Advanced Lessons in English Grammar.

Course of Reading.—Kingsley's Madam How and Lady Why; Mrs. Beesley's Stories from Roman History; Kingsley's Water Babies; Scott's Ivanhoe; Longfellow's Favorite Poems; Whittier's Favorite Poem's; Lowell's Favorite Poems in the Riverside classics.

Reference Books.—Hill's Foundations of Rhetoric; Gould's Good English or Richard Grant White's Words and Their Use.

Third Year.

Phonetics. Same as the first and second year.

Language Work and Grammar. Hyde's Advanced Lessons and Maxwell's Advanced Grammar.

History.—Same as the second year for History of the United States. Higgin's and Channing's History of England, a book especially adapted to American students.

Penmanship.—Same as the first and second year.

Geography. Geike's How to Teach Geography and Parker's How to Study Geography will be very useful.

Course of Reading.—Church's Story of the Iliad, also his story of Odyssey; Scott's The Abbott; George Eliot's Silas Mariner; Palgrave's Golded Treasury of Song; Baldwin's Applied Pyschology, with the Syllabus; Hinsdale's How to Teach History; Dole's The American Citizen.

Publishers and Prices.

AMERICAN BOOK COMPANY'S PUBLICATINOS.

Primary Lessons in Language and Composition	\$	30
How to Teach Writing		50
School Management	I	25
Introductory Lessons in English Grammar		40
Advanced Lessons in English Grammar		60

School Geography	1 08
History of the American People	1 10
History of the United States and its People.....	1 05
Irving's Sketch Book Selections.....	.20
Historic Readings	1 00
Myths of Greece and Rome	1 50
Ivanhoe.....	50
The Abbott	60

The American Book company publishes school selections from the best authors at a very low price.

G. P. PUTMAN'S SONS, NEW YORK.

Phyffe's School Pronouncer	\$ 1 25
Phyffe's Seven Thousand Words often Mispronounced	75

EFFINGHAM, MAYNARD & CO., NEW YORK.

Word Building	30
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MACMILLAN & CO., NEW YORK.

Church's Bible Stories	50
Mrs. Craik's Fairy Stories.....	1 25
Kingley's Madam How and Lady Why.....	50
Kingley's Water Babies	50
Mrs. Beesley's Stories from Roman History.....	50
Geike's How to Teach Geography.....	50
Church's Story of The Iliad.....	50
Church's Story of The Odyssey	50
Palgrave's Golden Treasury of Song.....	1 25

APPLETON & CO., NEW YORK.

Baldwin's Applied Psychology and Syllabus	1 25
Hinsdale's How to Teach History.....	1 25
Parker's How to Study Geography	2 25

HOUGHTON, MIFFLIN & CO., BOSTON.

Longfellow's Favorite Poems	40
Whittier's Favorite Poems	40
Lowell's Favorite Poems.....	40
Mary Burt's Landmarks of English Literature	50

Richard Grant White's Words and Their Use..... I 00

Houghton, Mifflin & Co., publish many excellent volumes in their Modern Classics at low prices.

D. C. HEATH & CO.

Nichol's Topics in Geography	55
Redway's Manual of Geography	60
Hyde's Advanced Lessons	60
Hyde's Lessons I	30
Hyde's Lessons II	50
Dole's The American Citizen	90

HARPER BROTHERS, NEW YORK.

Hill's Foundation of Rhetoric..... I 00

A. C. ARMSTRONG.

Gould's Good English..... I 25

We have mentioned several school text books, because reference will be made to these in the series of articles that will be prepared for the Southern School Journal, and for the further reason that we believe that teachers will reap the greatest benefit from the study of those subjects they have to teach. A few words on Psychology, methods and management have been added.

A large part of the course has been given to literature, with the view of making teachers and pupils acquainted with some of the most interesting, instructive and finished specimens of literary skill. A pupil may truly be said to be well educated if he should acquire a taste for good literature, and an acquaintance with some of the best specimens of literary art. We think we risk nothing in saying that a person, who has a good literary taste, and a love for good reading, will lead a good life. An acquaintance with good literature adds greatly to the charm of one's character, and affords a pleasure that is always ready to serve us.

We propose to conduct a Reading Circle department in the Southern School Journal of Education. Superinten-

dent Shinn, always zealous in the promotion of educational work, and fruitful in good work, has kindly placed the necessary space in the journal at the service of the editorial committee. It will be the aim of this committee to make the department instructive, interesting and useful. Every number of the paper will contain some exemplification of methods in several branches of study.

We have not mentioned an arithmetic in our course because we think that the books in general use in the state are good enough. This subject will receive appropriate treatment, and the most skillful and lucid arrangement of work will be given.

R. H. PARHAM, President of the Reading Circle,
C. S. BARNETT, Secretary, Eureka,
SUPT. J. L. HOLLOWAY,
PRIN. LOUIS RHOTON,
PROF. JEROME MCNEIL,

Committee.

CHAPTER XV.

FACTS ABOUT REVENUE.

1893—Receipts.

The state tax yielded	\$ 301,743 10
The poll tax yielded	168,131 09
The local tax yielded	699,065 12
Other sources	16,789 90
Total	\$1,185,729 21

1894—Receipts.

The state tax yielded	\$ 331,070 02
The poll tax yielded	155,361 45
The local tax yielded	676,459 76
Other sources	26,231 19
Total	\$1,189,122 42

These revenues are all collected through the channel of taxation, and go to the public schools.

The property valuation of the state, real and personal, is as follows:

For 1893	\$177,011,247 00
For 1894	175,708,834 00

The revenue for the other educational enterprises of the state is derived from direct appropriations by the legislature, and is as follows:

For 1893	\$94,312 70
For 1894	94,592 69

Out of these direct appropriations are maintained the school for the blind, the deaf mute institute, the Arkansas industrial university, the branch normal school and the district normal schools. The permanent school and 16th section funds bear interest, but the interest has not be paid.

Total Revenues.

1893	\$1,280,041 91
1894	1,283,715 11

By an inspection of the tables in this chapter, it will be seen that a few of the counties levy a very small local tax. Before permitting any county to share in the general fund, it should be required to make some favorable showing at home. A county that will not levy the local tax takes little interest in education.

The foregoing figures make the splendid showing that about seven-twelfths of the revenue comes through the channel of local taxation. Arkansas stands first among the southern states in the amount of local tax levied and paid.

About two-twelfths comes from the payment of polls, nine-tenths of which is paid by white men. The charge of Mr. Cable that any very considerable proportion of the school fund is grievously assessed upon the colored race is erroneous. In the first place, the poll tax revenue is the least part of the total; in the second place, while all persons over twenty-one years are assessed one dollar each for school purposes, the collectors' books show that the very largest part of the assessment is paid by the whites; in the third place, the payment or non-payment of this tax does not debar any child from the privileges of the schools. The colored race, as a people, pay as little poll tax, or any other tax, as possible, and go to the schools as regularly and as numerously, in proportion, as do the whites.

About three-twelfths of the fund accrues from the state tax, and is distributed pro rata to the children of the entire state. This equalizes the differences between the richer and the poorer counties, and is both wise and just. It may become unjust, however, if the poorer counties come to rely upon it and make no local levies. The greatest complaint as to the insufficiency of the public school system comes

from districts where the local tax is regularly voted down.

The following tables exhibit the revenue for 1893 and 1894, by counties and funds:

TABLE A.
Statement of Revenue Raised for Support of Common Schools, as Shown by the Reports of County Treasurers, Year Ending June 30, 1892.

COUNTIES.					
	Amount on Hand July 1, 1892.	Common School Fund.	District Fund.	Poll Tax	Other Sources.
					TOTAL
Arkansas.....	\$ 10,235 18	3,272 80	10,728 64	2,295 14	26,531 76
Ashtabula.....	2,465 22	3,912 80	9,076 32	1,369 60	17,875 95
Baxter.....	3,932 40	2,766 25	2,719 16	1,442 22	10,953 70
Benton.....	12,514 71	9,049 00	11,486 26	4,756 00	37,978 54
Boone.....	7,707 62	6,100 22	5,832 26	2,477 99	21,168 09
Bradley.....	6,777 01	2,574 02	6,102 77	1,416 32	17,818 02
Calhoun.....	6,396 70	2,260 01	4,293 66	1,358 00	14,408 37
Carroll.....	3,563 70	4,973 43	8,792 74	2,723 84	20,559 77
Chicot.....	13,108 09	6,129 22	10,612 03	3,421 34	33,352 39
Clark.....	7,987 07	2,464 70	2,629 32	1,384 55	14,186
Clay.....	4,297 60	3,151 76	3,930 80	1,679 53	10,853 77
Cleburne.....	8,761 29	5,898 60	9,141 06	8,472 00	17,582 60
Columbia.....	8,703 38	8,145 50	12,908 98	3,238 77	27,160 29
Conway.....	4,978 54	8,145 50	14,225 93	2,160 45	29,268 79
Craighead.....	4,634 05	3,552 00	13,269 27	8,085 57	24,572 43
Crawford.....	3,653 07	6,260 10	5,662 93	1,491 77	27,158 80
Crittenden.....	1,770 77	2,196 10	6,535 50	1,195 85	7,998 55
Cross.....	2,590 42	2,919 95	5,376 14	1,586 21	11,967 92
Dallas.....	5,233 74	1,932 64	5,794 97	756 40	12,473 72
Deba.....	3,769 50	4,889 50	8,864 43	2,650 95	13,717 55
Few.....	14,050 53	6,016 89	9,918 72	2,591 52	20,237 63
Faulkner.....	15,804 65	6,095 71	8,855 83	3,142 09	31,911
Franklin.....	7,746 72	3,826 29	5,240 02	1,725 00	33,986 77
Fulton.....	2,366 11	2,627 70	10,467 26	2,358 80	34,211 15
Garland.....	5,916 54	2,387 95	4,460 40	1,204 95	18,098 02
Grant.....	6,001 40	6,744 00	9,642 53	1,861 46	24,454 87
Greene.....	7,978 45	3,609 68	13,980 87	3,564 08	14,072 66
Hempstead.....	9,310 33	4,462 10	8,440 38	1,899 55	17,603 04
Hot Spring.....	4,082 98	4,293 76	6,495 56	2,243 14	32,299 63
Howard.....	9,717 47	4,149 93	14,534 15	3,629 86	23,259 89
Independence.....	1,279 13	4,149 93	3,402 94	2,200 30	16,353 67
Jackson.....	14,900 06	4,454 57	14,151 69	2,504 10	34,176 24
Jefferson.....	3,929 01	11,422 16	84,718 22	3,942 60	11,532 30
Johnson.....	1,912 53	6,272 00	11,211 71	2,742 41	26,046 49
Lafayette.....			5,689 82	1,081 00	55,005 44
					21,249 05
					5,764 82

TABLE A.—Continued.

COUNTIES.	Amount on		District Fund.	Poll Tax.	Other Sources.	TOTAL.
	Hard	Common				
	July 1, 1893.	School Fund.				
Lawrence	3,496 84	3,957 83	10,349 88	2,905 69	697 00	30,668 22
Lee	13,879 81	5,348 97	9,467 04	2,947 00	747 33	22,990 19
Linn	2,093 20	905 70	5,391 54			7,385 74
Little River	358 10		1,155 86	1,549 00		6,878 73
Logan	4,816 02	6,278 82	4,115 86	3,951 82		24,464 57
Louisa	14,711 79	5,391 53	15,344 97	7,015 68	964 30	43,317 47
Madison	6,731 93	5,798 80	9,687 59	2,789 59	60 77	17,991 63
Machon	1,801 35	3,430 10	2,740 34	1,787 87		9,749 76
Miller	13,084 81	4,435 58	2,771 93	2,123 00		26,405 37
Mississippi	9,397 45	2,616 12	5,496 94		1,309 13	19,221 94
Monte	2,909 81	3,946 60	4,181 60	2,435 20	580 28	19,143 69
Montgomery	3,624 95	2,469 60	4,493 06	1,370 15		8,968 37
Nevada	1,953 30	4,474 55	8,781 87	2,603 11	37 50	17,850 33
Nevada	2,178 99	3,756 22	1,058 90	1,628 30	73 60	8,725 10
Oaschita	14,329 30	4,706 22	12,830 04	3,491 61	35 75	35,482 92
Perry	4,839 79	1,767 94	3,359 50	960 65		10,936 88
Phillips	4,181 61	6,934 57	21,251 86			32,367 84
Pike	5,599 68	2,645 75	7,791 40	1,304 97		12,844 80
Poinsett	8,509 72	1,185 60	5,398 10	1,547 15	29 15	15,069 72
Polk	6,888 38	2,892 00	4,238 31	1,480 70		11,634 39
Pope	15,838 89	6,342 87	1,419 60			23,605 95
Prairie	3,188 76	4,967 64	15,919 30			24,070 60
Pulaski	10,669 22	14,185 55	86,437 81	6,821 29	1,100 76	119,274 63
Randolph	6,227 73	3,920 85	4,803 85	2,356 39	171 71	16,480 53
Saline	6,135 19	3,981 90	7,849 55	1,930 40		19,397 04
Scott	2,529 09	3,754 18	3,966 56	1,861 92		12,110 75
Searcy	1,199 07	3,306 35	1,467 78	1,652 98		7,626 19
Sebastian	20,383 68	6,372 40	30,815 74	4,604 20	894 87	62,870 89
Servier	5,135 53	3,101 55	8,429 47	1,603 58		13,270 13
Sharp	4,776 04	3,305 62	7,791 25	1,634 00	5 24	17,512 15
St. Francis	2,334 89	2,305 25	12,271 56	2,088 00	1,989 51	16,349 86
Stone	7,863 11	4,757 73	736 20	531 75	89 48	5,987 57
Union	1,092 82	2,846 69	5,828 56	2,544 92	271 75	21,296 07
Van Buren	18,000 00	9,302 70	1,444 72	1,426 20		6,316 43
Washington	21,188 25	6,373 95	12,472 45	5,237 70	382 30	45,395 15
White	11,468 61	4,004 98	15,925 05	4,476 26	520 53	48,983 04
Woodruff	9,622 86	312 60	7,847 48	4,639 97	215 85	27,566 89
Yell			10,749 85	3,441 30	42 32	24,189 02
Totals	\$ 500,015 75	\$ 301,748 10	\$ 609,065 19	\$ 168,131 09	\$ 16,789 90	\$ 1,685,744 96

TABLE B.
Statement of Revenue raised for the Support of Common Schools, as Shown by the Reports of County Treasurers, Year Ending June 30, 1894.

COUNTIES.	Amount on Hand July 1, 1893.	Common School Fund.	District Fund.	Poll Tax.	Sale or Lease of 16th Secs.	Other Sources.	TOTAL.
Arkansas.....	\$ 12,236 58	\$ 3,243 25	\$ 12,211 94	\$ 2,307 75		\$ 629 45	\$ 30,528 97
Ashtabula.....	1,830 19	3,927 80	8,544 09	2,024 45		28 42	16,364 45
Baxter.....	8,779 71	2,675 24	2,686 36	1,334 68		387 84	10,893 72
Benton.....	11,660 85	8,571 56	12,273 96	4,800 00		114 45	37,325 81
Boone.....	7,707 62	6,400 00	1,129 28	240 70			18,498 00
Bradley.....	7,721 80	2,584 73	4,886 66	1,477 49		377 11	17,047 79
Calhoun.....	6,412 43	2,806 68	6,097 44				14,816 55
Carroll.....	11,826 71	3,053 81	9,312 58				25,728 18
Chicot.....	1,134 54	3,179 64	6,504 90				10,817 54
Clark.....	12,310 91	5,884 80	11,420 16	3,321 02	214 07		33,052 10
Clay.....	3,244 48	2,686 74	2,789 19	2,159 40		145 83	16,876 04
Cleburne.....	2,233 45	2,175 66	2,161 57	1,507 76		31 18	9,329 62
Columbia.....	11,747 15	3,364 90	10,640 70	1,741 72		112 60	17,417 37
Conway.....	11,421 75	5,967 30	10,759 41	3,547 00			31,870 87
Craighead.....	5,702 98	4,120 83	13,723 41	3,136 05		182 14	25,159 92
Crawford.....	2,960 67	4,120 85	18,272 30	2,202 16		27 07	24,624 87
Crittenden.....	2,869 74	4,313 86	12,737 47			367 81	22,389 91
Cross.....	8,558 73	1,973 40	6,467 56	3,560 24			18,798 54
Dallas.....	2,291 88	2,634 41	5,219 53	1,116 53			10,106 38
DeSha.....	6,536 77	2,134 18	4,438 59	1,211 58		27 50	11,604 15
Drew.....	3,893 80	4,948 88	9,431 62	2,663 55			14,378 04
Faulkner.....	14,388 55	5,790 11	10,189 77	3,463 50	41 50	453 76	24,372 11
Funklin.....	18,449 94	5,673 35	19,407 47	3,764 00		394 73	34,164 75
Fulton.....	7,031 83	3,417 75	5,048 52	1,764 45			35,688 49
Garland.....	8,979 19	4,136 21	19,783 22	2,911 94			17,968 02
Grant.....	6,574 90	2,334 48	4,129 90	1,804 18	384 57		37,0 83
Greene.....	9,366 59	3,840 80	8,974 65	1,894 08	15 00	51 51	14,589 97
Hot Spring.....	9,163 02	6,793 02	12,069 66	3,553 04		56 80	31,194 84
Howard.....	8,723 26	3,429 78	8,269 88	1,984 27	estimated no report filed		22,276 17
Independence.....	3,042 75	4,162 83	5,524 32	2,227 55		117 20	15,074 45
Iowa.....	2,237 21	6,176 63	14,308 86	3,568 25		77 34	28,584 29
Jackson.....	969 19	3,934 80	4,141 27	2,183 12		170 00	11,898 47
Jefferson.....	19,134 40	4,156 40	13,798 06	2,139 48		483 58	39,763 92
Johnson.....	6,576 11	10,785 58	23,778 15	3,715 82	7,250		59,021 46
Lafayette.....	1,491 91	5,146 44	11,039 84	2,799 00		246 00	20,723 19
	882 40	2,231 88	6,602 09			3 70	9,669 57

TABLE B.—Continued.

COUNTIES.	Amount on Hand July 1, 1898.	Common School Fund.	District Fund.	Poll Tax.	Sale or Lease of 16th Secs.	Other Sources.	TOTAL.
Lawrence...	\$ 4,696 19	8,556 60	\$ 11,044 04	\$ 2,350 07	.....	\$ 60 16	\$ 21,697 09
Lee.....	12,567 03	5,213 56	9,453 60	2,517 00	.....	1,058 11	30,809 30
Lincoln.....	1,216 93	3,158 20	6,107 74	1,889 00	\$ 201 60	73 52	12,147 01
Little River.....	368 10	3,205 67	4,285 61	1,429 00	.....	.....	9,278 38
Logan.....	2,919 10	6,139 78	9,243 39	3,229 35	.....	62 20	21,563 86
Louise.....	12,497 97	5,468 44	14,042 74	3,462 00	165 00	569 05	36,185 20
Madison.....	4,707 93	6,061 23	3,313 59	2,914 43	.....	309 20	17,906 41
Madison.....	2,461 94	3,421 85	3,228 08	.....	.....	13 82	9,124 79
Marion.....	3,085 09	4,373 59	20,872 36	8,857 45	.....	419 08	32,607 57
Miller.....	6,865 19	2,622 68	6,910 67	.....	.....	607 39	16,956 53
Mississippi.....	3,811 14	3,924 96	8,584 42	1,723 00	.....	.....	18,043 52
Montgomery.....	3,628 40	3,562 04	2,187 13	1,376 55	.....	649 18	10,544 12
Montgomery.....	2,727 69	3,322 02	1,187 96	2,524 44	.....	.....	22,411 23
Nevada.....	2,077 21	3,689 78	1,719 00	1,812 00	.....	151 00	9,388 99
Newton.....	14,229 57	4,816 79	13,894 88	8,506 90	.....	2 15	36,460 29
Onachita.....	4,845 47	6,696 55	17,444 41	2,732 52	100 00	601 42	4,845 47
Perry.....	12,216 41	2,647 48	2,854 49	1,825 49	.....	3 79	39,821 31
Phillips.....	1,304 97	1,863 85	5,068 08	1,816 66	.....	.....	18,382 32
Pike.....	8,433 54	2,853 06	4,400 00	1,160 00	.....	50 00	18,382 32
Polk.....	3,868 75	5,647 27	11,574 25	3,558 53	199 92	.....	8,303 44
Polk.....	8,290 95	5,647 27	8,891 83	.....	.....	31 72	21,092 67
Pope.....	6,437 74	10,812 45	5,814 86	6,949 67	.....	62 00	21,489 12
Prarie.....	18,795 14	3,906 84	5,003 27	2,354 07	.....	.....	97,978 81
Pulaski.....	6,090 56	3,693 35	7,394 21	2,035 00	.....	.....	17,084 73
Randolph.....	8,787 41	3,674 10	4,715 85	1,297 94	.....	.....	21,910 00
Saline.....	1,328 47	3,371 16	23,300 47	1,541 56	144 00	.....	12,010 45
Scott.....	1,418 95	9,254 53	23,870 46	4,719 72	.....	238 16	7,814 59
Searcy.....	16,708 60	4,894 53	4,049 79	1,629 06	.....	763 82	58,817 23
Sebastian.....	3,235 82	3,147 00	12,253 75	.....	.....	.....	19,172 46
Savler.....	7,049 03	4,240 68	12,445 50	1,927 00	.....	.....	18,108 83
Sharp.....	6,181 51	2,712 97	6,336 89	2,777 00	1,424 45	8 121 62	33,238 71
St. Francis.....	1,630 80	2,712 97	6,336 89	2,777 00	.....	136 17	5,785 91
Stone.....	7,832 89	3,907 18	1,112 53	5,197 34	7 00	.....	21,688 65
Union.....	10,271 66	6,859 13	10,150 00	2,850 00	.....	.....	48,082 63
Van Buren.....	28,074 00	8,558 36	9,931 21	2,053 86	.....	1,516 90	44,350 45
Washington.....	12,695 41	5,082 26	4,000 00	.....	.....	180 86	29,084 03
White.....	14,460 86	8,891 02	676,450 76	\$ 185,861 45	\$ 3,087 11	\$ 23,144 08	23,673 24
Woodruff.....	.....	.....	.....	.....	.....	.....	.....
Yell.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$ 611,611 53	\$ 881,070 02	\$ 676,450 76	\$ 185,861 45	\$ 3,087 11	\$ 23,144 08	\$ 1,700,734 24

CHAPTER XVI.

FACTS ABOUT EXPENDITURE.

1893.

Expenditure for teachers' salaries	\$1,004,925 85
Expenditure for houses, sites, building, repairing, apparatus and commissions.....	166,528 61

Total expenditure public schools.....	\$1,171,454 46
Expenditure Arkansas industrial university.....	\$ 20,350 00
Expenditure branch normal school.....	6,375 00
Expenditure school for the blind.....	30,079 55
Expenditure deaf mute institute.....	32,588 15
Expenditure district normal schools.....	4,920 00

Total expenditure.....\$1,265,767 16

Or a sum which is equivalent to a levy of 7.15 mills on the total assessed valuation of all the property of the state, (\$177,011,247).

1894.

For teachers' salaries	\$1,051,608 91
For houses, sites, building, repairing, apparatus, &c.....	193,209 56

Total ..	\$1,244,818 47
For Arkansas industrial university.....	\$ 22,550 00
For branch normal.....	6,375 00
For blind school.....	30,079 54
For deaf mute institute.....	32,588 15
For district normal schools..	3,000 00

Total expenditure.....\$1,339,411 16

Or a sum which is equivalent to a levy of 7.6 mills on the total assessed valuation of all the property of the state, (\$175,708,834).

Mississippi expends 7.1 mills; New England states, 4.4; Massachusetts, 3.8; New York, 4.5, and Arkansas 7.6. Other northern states, as Iowa, Illinois and Kansas, expend about twice this much. However, Arkansas leads all the southern states, and ranks seventh among the states of the union in the amount expended for education in proportion to valuation.

If the expenditure in proportion to the entire population be taken, Arkansas does not suffer by the comparison:

STATE.	POPULATION.	EXPENDITURE.	PER CAPITA.
Mississippi	1,287,423	\$1,321,012	\$1.02
Arkansas	1,128,179	1,339,411	1.18
Virginia	1,655,980	1,807,345	1.09
Texas	2,235,523	3,058,971	1.37
Kentucky	1,858,635	1,671,723	.89
Tennessee	1,767,518	1,724,058	.97
North Carolina	1,617,947	718,225	.44
Florida	391,422	564,259	1.44
Georgia	1,837,353	1,190,354	.65

To almost equal Texas, and to outrank the old commonwealths of Kentucky and Virginia, is a proud position for the state that has so long been rejected by the builders.

The following tables show the expenditures by counties:

TABLE C.

Statement of Revenues Expended for the Support of Common Schools, and the balance on hand as shown by Reports of County Treasurers, Year Ending June 30, 1893.

COUNTIES.	Teachers' Salaries.	Purchasing Houses or Sites.	Repairing and Building.	Purchasing Apparatus, etc.	Treasurers' Commission.	Other Purposes.	Total.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from All Other Sources.	Total.
Arkansas.....	\$ 12,101 16	\$ 12 00	\$ 528 41	\$ 291 56	\$ 389 02	\$ 964 03	\$ 14,295 18	\$ 12,236 58			\$ 12,236 58
Ashley.....	14,375 00	10 00	383 08		580 48	187 20	15,545 76	1,226 05	604 14		1,830 19
Baxter.....	6,355 88		577 70		140 42		7,074 10	3,144 18	698 65	39 88	8,879 71
Benton.....	19,995 15	65 60	5,029 35	310 00	759 47	253 72	26,413 19	2,890 08	8,418 70	251 57	11,560 35
Boone.....	8,179 00		4,140 00		171 56		12,490 56		8,677 53		8,677 53
Bradley.....	7,808 22		672 18	29 00	281 28	674 84	9,596 22	2,650 80	6,071 00		7,721 80
Calhoun.....	7,758 97				286 97		7,995 94				6,412 43
Carroll.....	7,832 43		1,019 72		343 92	37 00	9,223 06	2,709 82	8,616 69		11,328 71
Chicot.....	8,693 52	Estimated.	No report filed.				9,047 97				
Clark.....	20,236 00		500 60		404 88		21,141 48	6,070 30	7,140 61		12,210 91
Clay.....	4,270 85			278 52	162 57	172 51	4,184 45			3,244 48	8,244 48
Cleburne.....	6,472 32		553 00		70 00	26 00	7,120 32	1,204 10	2,029 35		3,233 45
Cleveland.....	9,845 30				183 86	50 00	10,078 66	7,503 95			7,503 94
Columbia.....	14,269 50	5 00	212 13	450 29	869 03	432 57	15,738 52				11,421 77
Conway.....	23,890 92			690 00	667 94	20 65	25,068 51				4,177 28
Craighead.....	15,427 03		3,486 31		657 00		19,569 48	5,003 00			5,003 00
Crawford.....	26,627 55				744 63		27,372 18				
Crittenden.....	5,035 15				100 66		5,135 81	2,862 74			2,862 74
Cross.....	9,665 96		592 39	402 37	448 47		11,109 19	858 73			858 73
Dallas.....	8,807 79		333 87	679 98	195 25	3-3 98	10,270 84			2,201 88	2,201 88
DeSha.....	6,686 40		172 99	146 17	173 22		7,178 76	862 96	6,085 83		6,085 77
Drew.....	14,181 09	222 78		280 90	403 96	471 22	16,895 88				3,842 30
Franklin.....	17,663 14		1,487 82		395 26	29 00	19,548 22	4,796 18		319 11	14,388 55
Franklin.....	17,377 42		1,725 81	435 50	407 78	814 70	20,761 21		9,273 26	13,449 94	13,449 94
Fulton.....	9,135 62		1,615 25		205 82		10,956 89				7,081 33
Garland.....	13,316 74		1,669 86		489 09		15,475 69				8,079 19
Grant.....	6,275 94		663 87	110 00	201 16	227 20	7,483 17	1,685 71		65 02	6,574 90
Green.....	7,069 93		229 71	317 28	315 42	804 11	8,236 40		8,363 60		9,366 59
Hempstead.....	23,451 32				684 69		23,136 01		9,163 63		9,163 62
Hot Spring.....	13,855 68		775 46	97 50	279 00		14,537 63	8,722 26			8,722 26
Howard.....	13,799 01		216 69		245 43	50 00	13,911 12	3,043 76			3,043 75

TABLE C—Continued.

COUNTIES.	Teachers' Salaries.	Purchasing Houses or Sites.	Repairing and Building.	Purchasing Apparatus, etc.	Treasurers' Commission.	Other Purposes.	Total.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from All Other Sources.	Total.
Independence	\$ 31,448 88				\$ 489 15		\$ 31,938 03	\$ 2,272 21			\$ 2,287 21
Izard	10,356 01				207 10		10,563 11				969 19
Jackson	15,127 45		\$ 681 40		634 26	\$ 408 98	16,912 09	19,134 40			19,134 40
Jefferson	40,000 00	Amounts not distributed.					48,428 33				6,576 11
Johnson	14,617 01		3,532 81		388 47	1,106 35	19,757 14	21 12	\$ 1,470 79		1,491 91
Lafayette	5,649 53				115 29		5,764 82				
Lawrence	13,866 04		1,777 70		328 20		15,972 03	2,696 19			4,696 19
Lee	16,665 00		1,625 80		591 10	258 96	19,823 16	12,567 03			12,567 03
Lincoln	3,110 49		217 85		107 83		3,436 17		2,063 20		2,063 20
Little River	6,333 06				137 57		6,520 63	358 10			358 10
Logan	20,003 01		624 56		426 72	349 20	21,971 72	426 25	2,492 85		2,919 10
Lونه	21,163 66		1,123 88		654 21	7,458 49	23,317 47	4,251 24	8,246 73		12,497 97
Madison	11,945 16		1,113 34		225 20		13,283 70	4,707 93			4,707 93
Marion	6,413 95		750 75		82 22	40 90	7,257 82	2,461 94			2,461 94
Miller	21,255 00	3,355 51			709 77		25,320 28	3,085 09			3,085 09
Mississippi	8,792 43		3,307 80		142 28	14 25	12,356 75	4,310 70		\$ 2,554 40	6,865 19
Monroe	13,397 92		234 75	689 09	319 84	690 95	15,332 55				3,264 04
Montgomery	5,306 14	75 00	206 52		106 67		5,694 33	3,264 04			3,264 04
Nevada	14,737 14				385 50		15,122 64				3,727 69
Newton	6,441 17				130 92	75 80	6,647 89	1,963 73		113 48	2,077 21
Opal	19,057 84			61 50	740 79	375 30	21,253 35		4,845 47		14,229 57
Perry	6,091 41		1,011 92		133 82		7,239 50		12,216 41		12,216 41
Phillips	6,581 68		574 77		563 70		7,619 50				5,263 37
Platte	5,239 60		161 20	141 65	158 35	43 55	5,593 35		8,453 54		8,453 54
Poinsett	5,408 91		1,314 20	540 50	141 88		7,286 18		423 31	1,561 12	8,868 78
Pope	16,119 31		884 99	160 00	144 97		17,649 27	1,384 35			8,290 98
Prarie	14,012 81		1,011 53	333 50	333 64	867 03	16,468 48	3,290 98			7,202 12
Pulaski	64,178 57		33,287 02		360 99	679 85	100,470 49		7,603 12		18,795 14
Randolph	8,903 60		432 45	140 02	2,171 40	842 50	10,470 49				6,680 55
Saline	8,757 40	806 00		870 00	322 41	21 50	9,819 98	6,600 55			8,787 41
Sevier	10,142 46		402 61		263 23		10,809 33	1,373 00	7,202 56	311 85	1,333 47
Scott	6,450 23		402 61		191 03	50 58	6,995 47	720 16	698 79		1,418 95
Sebastian	40,903 86		4,220 00	1,270 00	1,248 34	25 00	47,667 20			15,203 69	15,203 69

TABLE C—Continued.

COUNTIES.	Teachers' Salaries.	Purchasing Houses or Sites.	Building and Repairing.	Purchasing Apparatus, etc.	Treasurers' Commission.	Other Purposes.	Total.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from All Other Sources.	Total
Savler	\$ 9,388 86		\$ 200 00	\$ 187 55	985 40		\$ 10,041 81				\$ 8,228 92
Sharp	9,412 46		703 45		247 22		10,463 13				7,049 02
St. Francis	7,895 79				822 06		8,917 85				8,181 51
Stone	4,140 04			8 70	101 92	55 06	4,455 68		\$ 8,181 51		1,530 54
Union	18,122 89		151 26		340 28		18,614 43		4,783 54		7,932 98
Van Riper	5,633 11			150 00	115 64		5,898 75	\$ 3,099 35			911 68
Washington	16,074 06		487 12		645 20		17,206 38				19,874 46
White	18,490 73	\$ 581 59	4,000 00	1,732 50	418 41	267 50	25,480 73	7,451 45	12,223 00		23,493 32
Woodruff	14,613 93				267 75		14,871 68				12,605 20
Yell	8,450 11		365 31	18 00	483 98	420 66	9,738 06				14,460 96
Totals	\$1,004,925 85	\$ 4,633 33	\$ 93,670 66	\$ 12,375 99	\$ 27,345 57	\$ 19,118 23	\$ 1,171,454 46	\$ 155,791 41	\$ 162,747 53	\$ 47,218 63	\$ 873,333 67

TABLE D.
Statement of Revenues Expended for the Support of Common Schools, and the Balance on Hand as shown by Reports of County Treasurers, year Ending June 30, 1894.

COUNTIES.	Teachers' Salaries	Purchasing Houses or Sites.	Building and Repairing	Purchasing Apparatus, Etc.	Teachers' Commis- sion.	Other Purposes.	TOTAL.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from all other sources.	TOTAL.
Arkansas	\$ 12,645 83		\$ 1,607 27		\$ 365 84	\$ 1,600 53	\$ 15,820 47	\$ 14,708 50			\$ 14,708 50
Ashley	12,999 64		977 79		290 40	64 60	15,251 64	706 94			1,102 91
Baxter	4,887 54		456 91		188 66		5,755 73	4,252 28		69 54	5,074 98
Benton	22,017 25	\$ 300 00	4,014 20	900 33	716 50	100 00	28,078 28	1,005 00	8,042 00	200 23	9,247 23
Boone	14,086 71		1,000 10	1,000 10			16,036 91	1,400 00			1,400 00
Bradley	9,047 50	12 75	134 75	450 09	186 53	405 66	10,237 19	2,738 14	8,846 36	245 10	6,810 60
Calhoun	7,835 51				298 30		8,133 81	75 51	6,703 73		6,781 24
Carroll	14,985 20		1,385 47		298 03		16,018 20	34 29	9,075 69		9,102 98
Chicot	6,611 20		576 70	572 70	197 65	475 85	8,433 90		2,383 64		3,383 64
Clark	19,318 67			860 00	416 22		20,591 89		9,320 45	4,600 82	12,427 27
Clay	9,451 50		965 80	992 40	337 52	523 40	12,275 22		1,327 20		4,600 82
Cleburne	5,693 58		337 50	750 00	127 07		6,922 25	1,274 17			2,901 87
Cleveland	10,200 40				177 92	39 30	10,407 02	7,010 35			7,010 35
Columbia	17,199 10	15 10	3,812 05	1,046 50	408 97		22,974 22	8,895 93			8,895 93
Conway	20,762 86		400 00	1,000 00	416 09	106 97	22,865 92	2,504 00		22 78	2,526 78
Craighead	18,103 16	2,022 55			487 36	1,128 45	21,741 53	2,883 35			2,883 35
Crawford	19,746 10				450 80	4 50	20,201 40	2,134 91			2,134 91
Crittenden	6,573 40				143 30	473 21	7,196 00		1,602 54		1,602 54
Cross	8,051 47			588 15	224 39	874 29	9,788 30	878 03			878 03
Dallas	9,633 70		557 88	423 25	104 94		10,709 77		1,190 38		1,190 38
DeSha	7,243 97		123 82	524 40	142 52	188 15	8,202 56	1,257 24	4,852 94		6,110 18
Drew	14,203 23	2,175 85		1,219 95	418 42	918 36	18,965 81	734 00	1,675 30		2,409 30
Faulkner	1,519 94		1,468 57	780 00	395 52	100 00	19,234 03	4,956 90	9,514 59	839 28	14,870 72
Franklin	7,927 25		1,369 26	610 52	386 31	3,012 08	21,856 81	13,831 68			13,831 68
Fulton	27,237 32		1,992 15		204 43		10,123 83	7,179 22			7,179 68
Garland	6,992 15				524 03		27,761 30			9,267 33	9,267 22
Grant	10,273 30		360 05	617 40	169 63	121 85	8,260 49	1,955 07	4,122 90		6,077 33
Greene	24,594 15	229 00	2,131 23	698 45	220 71	198 30	13,894 90	1,884 06	8,446 35	51 51	6,129 33
Hempstead	12,850 30			674 00	447 22		25,715 37	4,808 07			10,339 48
Hot Spring	10,651 48	Estimated Report not filed.					15,116 91				4,80 34

TABLE D.—Continued.

COUNTIES.	AMOUNT UNEXPENDED.					TOTAL.			
	Teachers' Salaries.	Purchasing Houses or Sites.	Building and Repairing.	Purchasing Apparatus, Etc.	Treasurers' Commission.				
Howard	\$ 10,451 88	27 50	21 10	194 00	239 46	11,228 39	\$ 8,946 06		\$ 8,946 06
Independence	23,471 95				482 54	23,954 49	2,409 90		2,409 90
Izard	10,653 75	600			215 87	10,099 93	398 54		398 54
Jackson	19,682 15				430 17	20,288 12		19,414 80	
Jefferson	36,370 50				1,048 50	66,579 88	3,441 62	1,382 41	
Johnson	17,362 94		705 20	347 50	183 14	19,312 28	18 50	1,165 67	
Lalawette	8,320 76				529 45	8,518 90			
Lee	15,429 33	559 00	1,714 83	946 45	380 00	17,673 11	4,013 93		
Lincoln	16,792 04	496 95	103 75	946 45	364 84	19,762 46	5 88	11,985 80	
Little River	10,154 12	205 00	105 70		218 60	11 06 62	1,060 39		
Logan	17,470 85	4 10	1,554 10	1 003 45	178 40	8,553 08	735 35		1,060 39
Madison	21,949 52	587 69	117 63	674 00	459 23	23,788 37	838 86	889 50	
Marion	6,390 33		916 27	180 90	251 97	182 79	2,998 85	9,879 98	
Martin	16,500 33	1,500 00	348 77	220 00	132 79	17,194 61	1,030 18		
Mississippi	8,505 18		500 00	850 00	380 70	20,415 73	398 64	9,900 14	1,898 06
Monroe	12,003 50		1,337 41	200 00	200 85	20,258 44	6,712 49		
Montgomery	6,647 12		764 64	1,741 99	284 64	14,983 24	3,000 28		
Nebraska					103 84	7,660 96			
Newton	15,127 86		330 41		413 75	16,541 61	7,860 67		
Ouachita	6,328 00		1,380 85	192 45	143 41	6,864 05	5,531 94	13,726 53	
Perry	19,263 97				736 17	22,723 76			
Phillips	3,910 84				79 81	3,990 65	854 82		
Pike	18,497 21	1,200 00	4,100 00	875 00	552 10	25,224 31	1,088 57	13,508 43	
Poinsett	2,105 26		252 00	169 50	169 76	2,667 46	2,494 27	8,210 61	
Polk	6,643 23		483 25		157 28	8,021 52		400 00	
Pope	4,840 93		31 50	155 00	83 67	12 00	5,128 10	2,774 34	
Prairie	19,067 11		1,342 98	607 37	414 23	22,068 59	1,944 08		
Pulaski	9,868 42		1,926 22	982 85	276 47	13,943 88	7,545 54		
Randolph	62,154 60		21,253 86		1,560 31	85,029 05	1,118 08	11,886 78	
Saline	10,002 24		559 33	433 75	219 95	11,215 27	4,900 45	2,021 34	
Scott	12,705 55		485 00	250 00	264 45	13,705 00	565 00	7,650 00	
Searcy	10,188 55		461 26		242 09	10,891 89	671 25	447 31	
	5,035 83			425 00	127 91	6,217 99	1,596 60		1,596 60

TABLE D.—Continued.

COUNTIES	Teachers' Salaries.	Purchasing Houses or Sites.	Building and Repairing.	Purchasing Apparatus, Etc.	Treasurers' Commission.	Other Purposes	TOTAL.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from all other Sources.	TOTAL.
Sebastian	43,304 60		241 55		876 09		44,923 24	13,594 98			\$ 13,594 98
Sevier	8,534 80		630 00	250 00	58 53		9,498 33	2,674 13			2,674 13
Sharp	8,420 59		558 72	244 00	262 17		9,285 48	3,733 35			3,733 35
St. Francis	12,984 02		1,500 00	500 00	574 30	482 00	15,563 14	17,675 57			17,675 57
Stone	4,381 08	105 81	27 00	224 40	15 12	25 65	4,779 06	1,006 85			1,006 85
Union	13,227 31		1,000 00		280 50		14,507 81	3,040 59	5,309 15		8,349 74
Van Buren	5,424 41			160 00	109 13		5,693 54	665 06			665 06
Washington	26,327 46		1,111 35	75 00	567 42		28,581 23	4,900 00	13,912 65	659 35	19,471 40
White	26,444 00	581 59	6,619 41	3,581 60	469 84	175 50	37,871 94	6,478 51			6,478 51
Woodruff	15,072 76				856 13	66 64	15,495 53	13,588 50			13,588 50
Yell	19,123 33	25 00	246 50	1,348 75	184 25	217 66	21,145 49	2,528 11			2,528 11
Totals	1,051,808 91	10,647 59	88,917 35	36,055 87	23,997 41	20,492 02	1,244,818 47				

CHAPTER XVII.

RECEIPTS AND EXPENDITURES FOR TWENTY-SIX YEARS.

TABLE E.

RRCEIPTS.

Total amount received, 1868.....	\$ 300,699 63
Total amount received, 1869.....	536,896 21
Total amount received, 1870.....	488,783 70
Total amount received, 1871.....	413,150 17
Total amount received, 1872.....	210,176 64
Total amount received, 1873.....	435,349 70
Total amount received, 1874.....	65,522 66
Total amount received, 1875.....	40,444 56
Total amount received, 1876.....	302,670 75
Total amount received, 1877.....	269,621 20
Total amount received, 1878.....	276,647 38
Total amount received, 1879.....	271,184 89
Total amount received, 1880.....	285,471 91
Total amount received, 1881.....	710,461 88
Total amount received, 1882.....	502,456 48
Total amount received, 1883.....	602,382 59
Total amount received, 1884.....	702,887 42
Total amount received, 1885.....	812,044 42
Total amount received, 1886.....	871,575 10
Total amount received, 1887.....	911,452 94
Total amount received, 1888.....	1,012,967 44
Total amount received, 1889.....	951,533 46
Total amount received, 1890.....	1,095,835 06
Total amount received, 1891.....	1,087,236 85
Total amount received, 1892.....	1,096,269 51
Total amount received, 1893.....	1,280,041 91
Total amount received, 1894.....	1,283,715 11

EXPENDITURE.

1883 Teachers' salaries and other purposes	\$ 479,471	45
1884 Teachers' salaries and other purposes	576,698	99
1885 Teachers' salaries and other purposes	742,870	92
1886 Teachers' salaries and other purposes	866,892	45
1887 Teachers' salaries and other purposes	835,048	19
1888 Teachers' salaries and other purposes	901,190	58
1889 Teachers' salaries and other purposes	967,608	60
1890 Teachers' salaries and other purposes	1,016,776	26
1891 Teachers' salaries and other purposes	1,076,815	34
1892 Teachers' salaries and other purposes	1,159,652	91
1893 Teachers' salaries and other purposes	1,265,767	16
1894 Teachers' salaries and other purposes	1,339,411	16

CHAPTER XVIII.

FACTS ABOUT THE CHILDREN.

ENUMERATION.

Total population, 1890 (census)	1,128,179
Total population estimated 1894	1,215,056
Total enumeration 1893	425,349
Total enumeration 1894	436,335
Increase	11,986
Total enumeration 1890	405,587
Total enumeration 1894	436,335
Increase in four years	30,748
Total white male 1893	160,191
Total white females 1893	149,177
Total colored male 1893	58,420
Total colored females 1893	57,561
Total white 1893	309,368
Total colored 1893	115,981
Total male 1893	218,611
Total female 1893	206,738
Total white male 1894	163,211
Total white female 1894	152,958
Total colored male 1894	60,383
Total colored female 1894	59,783
Total male 1894	223,594
Total female 1894	212,741
Total white 1894	316,169
Total colored 1894	120,166

Tables F and G show the enumeration by counties for 1893 and 1894.

TABLE F.—Continued.

COUNTIES.	WHITE.			COLORED.			Total Male.	Total Female.	Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.			
Lawrence.....	2,334	2,225	4,559	181	134	295	2,495	2,859	4,854
Lee.....	812	804	1,616	2,962	2,476	5,188	3,474	3,280	6,754
Lincoln.....	845	789	1,632	1,061	1,027	2,088	1,904	1,816	3,720
Little River.....	1,102	1,034	2,136	752	738	1,490	1,854	1,327	3,181
Logan.....	3,715	3,494	7,149	223	195	418	3,938	3,629	7,567
Louisa.....	2,273	1,994	4,267	1,681	1,576	3,167	3,854	3,570	7,424
Madison.....	8,527	8,470	16,997	10	11	21	3,537	3,481	7,018
Marion.....	2,194	2,044	4,238	5	1	6	2,199	2,045	4,244
Miller.....	1,476	1,395	2,871	1,270	1,198	2,468	2,746	2,539	5,389
Mississippi.....	988	869	1,797	759	785	1,544	1,697	1,644	3,341
Monroe.....	1,060	1,040	2,100	1,620	1,708	3,328	2,680	2,746	5,426
Montgomery.....	1,559	1,541	3,100	63	74	137	1,622	1,615	3,237
Nevada.....	2,107	1,951	4,058	889	908	1,797	2,996	2,859	5,855
Newton.....	2,419	2,188	4,617	1	1	2	2,420	2,199	4,619
Onachita.....	1,375	1,261	2,636	1,684	1,644	3,328	3,059	2,905	5,964
Perry.....	956	848	1,804	186	223	409	1,142	1,071	2,213
Phillips.....	893	891	1,784	3,285	3,096	6,381	4,178	3,987	8,165
Pike.....	1,518	1,475	2,993	88	107	195	1,606	1,582	3,188
Polk.....	749	668	1,407	129	134	254	869	792	1,661
Pope.....	1,576	1,375	2,951	11	11	22	1,887	1,866	3,753
Prairie.....	3,830	3,367	7,197	390	307	697	4,020	3,674	7,694
Prairie.....	1,308	1,148	2,456	865	909	1,774	2,173	2,057	4,230
Pulaski.....	5,084	4,889	9,973	4,992	5,272	10,264	10,076	10,161	20,237
Randolph.....	2,580	2,360	4,940	133	141	274	2,713	2,501	5,214
Saline.....	2,096	2,081	4,097	302	345	647	2,368	2,376	4,744
Scott.....	2,568	2,341	4,904	4	0	4	2,567	2,341	4,908
Searcy.....	2,221	2,029	4,250	2	2	4	2,223	2,031	4,254
Sebastian.....	5,304	4,833	10,127	776	823	1,599	6,080	5,646	11,726
Sevier.....	1,669	1,687	3,356	290	295	584	1,968	1,982	3,950
Sharp.....	2,165	2,010	4,175	30	47	77	2,195	2,057	4,252
St. Francis.....	1,032	900	1,932	1,657	1,640	3,297	1,469	1,388	2,857
St. Louis.....	1,480	1,388	2,868	0	0	0	1,469	1,388	2,857
Stone.....	1,820	1,629	3,449	1,440	1,392	2,832	3,269	3,021	6,290
Union.....	1,998	1,813	3,811	40	50	90	2,038	1,863	3,901
Van Buren.....	6,015	5,645	11,660	148	181	329	6,163	5,826	11,989
Washington.....	8,871	8,512	17,383	1,487	1,310	2,797	4,142	3,999	8,141
White.....	1,261	963	2,224	1,410	1,310	2,720	2,671	2,273	4,944
Woodruff.....	3,858	3,186	7,044	293	309	602	3,551	3,495	7,046
Yell.....	160,191	149,177	309,368	58,420	57,561	115,981	218,611	206,788	425,349

TABLE F.
Scholastic Population of the State, Year Ending June 30, 1893.

COUNTIES	WHITE.			COLORED.			Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.	
Arkansas	1,496	1,426	2,922	683	659	1,342	4,264
Ashley	1,403	1,268	2,671	1,335	1,254	2,589	5,260
Baxter	1,658	1,525	3,183	0	0	0	3,183
Benton	5,629	5,367	10,996	16	23	39	10,985
Boone	3,124	2,942	6,066	14	23	37	6,103
Bradley	1,047	972	2,019	666	603	1,269	3,288
Calhoun	979	896	1,875	546	534	1,080	2,955
Carroll	3,297	3,109	6,406	10	7	17	6,423
Chicot	184	168	352	1,740	1,697	3,437	3,789
Clark	2,487	2,844	5,331	1,357	1,328	2,685	8,016
Clay	2,645	2,809	5,454	6	5	11	5,465
Cleburne	1,671	1,571	3,242	567	537	1,104	4,346
Cleveland	1,572	1,372	2,944	1,622	1,445	3,067	6,011
Columbia	2,379	2,253	4,632	1,685	1,467	3,152	7,784
Conway	2,252	2,149	4,401	141	146	287	4,688
Craighead	2,602	2,337	4,939	462	397	859	5,798
Crawford	3,538	3,451	6,987	1,565	1,424	2,989	9,976
Crittenden	183	185	378	318	298	616	994
Cross	946	820	1,766	629	594	1,223	2,989
Dallas	1,217	1,151	2,368	688	695	1,383	3,751
DeSha	248	222	465	1,055	1,062	2,117	3,909
Drew	1,570	1,438	3,008	1,776	1,796	3,572	6,580
Faulkner	3,108	2,839	5,945	782	769	1,551	7,496
Franklin	3,724	3,372	7,096	135	140	275	7,471
Fulton	2,283	2,059	4,342	19	28	47	4,389
Garland	2,835	2,126	4,961	460	548	1,008	5,969
Grant	1,294	1,189	2,483	246	221	467	2,950
Greene	2,685	2,392	5,077	21	24	45	5,122
Hempstead	2,348	2,155	4,503	2,192	2,144	4,336	8,839
Hot Spring	1,949	1,838	3,787	267	270	537	4,324
Howard	2,017	1,802	3,819	682	673	1,355	5,174
Independence	3,797	3,577	7,374	287	289	576	7,950
Iard	2,652	2,340	4,992	61	56	116	5,108
Jackson	1,952	1,797	3,749	779	789	1,568	5,317
Jefferson	1,462	1,315	2,777	5,203	5,220	10,423	13,200
Johnson	2,161	3,122	5,283	165	142	307	5,590
Lafayette	607	552	1,159	989	956	1,945	3,104

TABLE F.—Continued.

COUNTIES.	WHITE.			COLORED.			Total.	Total Male.	Total Female.	Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.				
Lawrence	2,334	2,225	4,559	161	134	295	2,495	2,859	4,854	
Lee	812	804	1,616	2,662	2,476	5,138	3,474	3,290	6,754	
Lincoln	848	789	1,632	1,061	1,027	2,088	1,904	1,816	3,720	
Little River	1,102	1,084	2,186	752	788	1,545	1,854	1,937	3,681	
Logan	3,715	3,434	7,149	223	195	418	3,938	3,629	7,567	
Lonohe	2,273	1,994	4,267	1,581	1,576	3,157	3,854	3,670	7,424	
Madison	3,527	3,470	6,997	10	11	21	3,537	3,481	7,018	
Marion	2,194	2,044	4,238	5	1	6	2,199	2,045	4,244	
Miller	1,476	1,395	2,871	1,370	1,198	2,468	2,746	2,598	5,389	
Mississippi	938	859	1,797	759	785	1,544	1,697	1,644	3,341	
Monroe	1,060	1,040	2,100	1,620	1,708	3,328	2,680	2,746	5,426	
Montgomery	1,539	1,541	3,080	63	74	137	1,622	1,615	3,237	
Nevada	2,107	1,951	4,058	889	908	1,797	2,496	2,850	5,855	
Newton	2,419	2,198	4,617	1	1	2	2,420	2,199	4,619	
Oraehita	1,375	1,261	2,636	1,084	1,644	3,328	3,065	2,905	5,964	
Oraehita	898	848	1,746	186	223	409	1,142	1,071	2,213	
Perry	893	1,071	1,964	3,285	3,096	6,381	4,178	3,987	8,165	
Philips	1,518	1,475	2,993	88	107	195	1,406	1,582	3,188	
Pike	749	658	1,407	120	134	254	869	792	1,661	
Polk	1,876	1,875	3,751	11	11	22	1,887	1,866	3,773	
Pope	3,630	3,367	6,997	360	307	667	4,020	3,674	7,694	
Prarie	1,308	1,148	2,456	895	909	1,774	2,173	2,057	4,230	
Pulaski	5,084	4,886	9,970	4,992	5,272	10,264	10,078	10,161	20,237	
Randolph	2,866	2,860	5,726	133	141	274	2,713	2,501	5,214	
Saine	2,098	2,081	4,097	302	345	647	2,368	2,376	4,744	
Scott	2,533	2,341	4,904	4	0	4	2,537	2,341	4,908	
Seavery	2,221	2,029	4,250	2	2	4	2,223	2,031	4,254	
Sebastian	5,304	4,893	10,197	776	823	1,599	6,080	5,646	11,726	
Sevier	1,659	1,687	3,346	290	295	584	1,968	1,962	3,950	
Sevier	2,165	2,010	4,175	80	47	127	2,195	2,057	4,252	
Sharp	1,032	990	1,982	1,657	1,640	3,297	2,689	2,540	5,229	
St. Francis	1,489	1,398	2,887	0	0	0	1,489	1,388	2,857	
Stone	1,839	1,620	3,458	1,440	1,392	2,832	3,260	3,021	6,280	
Union	1,993	1,813	3,811	40	50	90	2,088	1,863	3,901	
Van Buren	6,015	5,645	11,660	148	181	329	6,163	5,826	11,989	
Washington	3,671	3,512	7,183	471	487	958	4,143	3,999	8,141	
White	1,261	943	2,204	1,410	1,310	2,720	2,671	2,473	5,144	
Woodruff	3,388	3,188	6,574	293	309	602	3,681	3,495	7,176	
Yell	160,191	149,177	309,368	58,420	57,561	115,981	218,611	206,788	425,349	
Total										

TABLE G.
Scholastic Population of the State, Year Ending June 30, 1894.

COUNTIES.	WHITE.		COLORED.		Total Male.	Total Female.	Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.	
Arkansas.....	1,540	1,412	2,952	785	764	1,549	2,176
Ashley.....	1,467	1,318	2,785	1,447	1,362	2,809	2,914
Baxter.....	1,872	1,700	3,572				1,700
Benton.....	5,827	5,645	11,472	17	17	34	5,844
Bonne.....	2,991	3,301	6,292	18	23	41	3,009
Bradley.....	1,078	1,044	2,122	667	675	1,342	3,324
Calhoun.....	981	526	1,507	531	513	1,044	1,719
Carroll.....	3,587	3,237	6,824	11	6	17	1,889
Chicot.....	197	185	382	1,703	1,671	3,374	3,238
Clark.....	2,497	2,854	4,851	1,867	1,352	3,219	3,243
Clay.....	2,622	2,541	5,163	5	7	12	1,856
Cleburne.....	1,652	1,614	3,266	5	6	11	3,706
Cleveland.....	1,511	1,287	2,798	695	660	1,355	2,627
Columbia.....	2,350	2,195	4,545	1,521	1,454	2,975	1,620
Conway.....	2,258	2,757	4,515	1,723	1,587	3,310	2,208
Craighead.....	2,814	2,502	5,316	115	110	225	3,649
Crittford.....	3,722	3,631	7,353	433	421	854	3,844
Crittenden.....	235	206	441	1,896	1,631	3,527	2,612
Cross.....	943	812	1,755	638	680	1,318	5,541
Dallas.....	1,201	1,116	2,317	697	716	1,413	8,207
Debsa.....	290	1,591	590	1,226	1,183	2,409	1,837
Drew.....	1,673	1,563	3,236	2,032	1,980	4,012	1,442
Franklin.....	3,185	2,920	6,105	761	799	1,560	1,882
Franklin.....	3,740	3,391	7,131	136	128	264	1,474
Fulton.....	2,423	2,189	4,612	20	28	48	3,493
Garland.....	2,268	2,333	4,601	478	694	1,172	3,719
Grant.....	1,293	1,239	2,532	254	247	501	3,519
Greene.....	2,774	2,525	5,299	20	16	36	2,208
Hempstead.....	2,839	2,120	4,459	2,257	2,239	4,496	2,927
Hot Spring.....	1,994	1,872	3,866	271	279	550	1,286
Howard.....	2,085	1,914	3,999	640	628	1,268	2,841
Independence.....	3,642	3,522	7,164	273	276	549	3,351
Iard.....	2,518	2,287	4,805	50	63	113	2,416
Jackson.....	2,035	1,785	3,820	860	880	1,740	3,955
Jefferson.....	1,623	1,487	3,110	547	528	1,075	2,531
Johnson.....	3,097	3,106	6,203	132	132	264	2,725
Lafayette.....	616	641	1,157	936	927	1,862	2,540
							7,713
							4,918
							3,350
							2,945
							13,877
							8,446
							3,019

TABLE G — Continued.

COUNTIES.	WHITE.			COLORED.			Total.	Total Male.	Total Female	Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.				
Lawrence	2,417	2,305	4,722	164	169	333	2,581	2,474	5,055	
Lee	776	770	1,546	2,431	2,581	5,012	2,207	2,351	4,558	
Lincoln	855	827	1,682	1,236	1,139	2,385	2,093	1,956	4,049	
Little River	1,164	927	2,091	1,398	840	2,238	2,062	1,767	3,829	
Logan	3,593	3,333	6,926	217	197	414	3,810	3,530	7,340	
Louise	2,393	2,143	4,536	1,664	1,745	3,409	4,067	3,938	7,945	
Madison	3,728	3,690	7,418	8	13	21	3,736	3,603	7,339	
Marion	2,304	2,165	4,469	8	1	9	2,307	2,166	4,473	
Miller	1,468	1,487	2,955	1,145	1,186	2,331	2,007	2,023	4,030	
Mississippi	1,042	940	1,982	922	907	1,829	1,964	1,847	3,811	
Monroe	904	931	1,835	1,709	1,714	3,423	2,613	2,645	5,258	
Montgomery	1,715	1,586	3,301	75	78	153	1,790	1,664	3,454	
Nevada	2,109	1,936	4,044	944	931	1,865	3,052	2,897	5,949	
Newton	2,547	2,239	4,786	3	4	7	2,550	2,240	4,790	
Onachita	1,495	1,292	2,787	1,858	1,803	3,661	3,353	3,095	6,448	
Perry	905	802	1,707	1,158	1,203	2,361	1,063	1,005	2,068	
Phillips	931	921	1,852	814	8,075	8,889	4,165	3,996	8,161	
Pike	1,571	1,492	3,063	118	143	261	1,629	1,635	3,264	
Polk	862	729	1,591	159	180	289	1,021	989	1,990	
Polk	1,895	1,906	3,801	11	14	25	1,906	1,820	3,726	
Pope	3,678	3,404	7,082	384	337	721	4,062	3,741	7,803	
Prairie	1,333	1,180	2,513	944	986	1,930	2,277	2,166	4,443	
Pulaski	5,176	4,784	9,960	4,729	4,809	9,538	9,905	9,593	19,498	
Randolph	2,697	2,489	5,186	115	180	295	2,812	2,619	5,431	
Saline	2,075	1,945	4,020	399	331	730	2,474	2,276	4,750	
Scott	2,582	2,393	4,975	8	1	9	2,590	2,384	4,974	
Searcy	2,331	2,111	4,442	2	2	4	2,333	2,113	4,446	
Sebastian	4,771	4,507	9,278	607	650	1,257	5,378	5,157	10,535	
Sevier	1,887	1,635	3,522	304	296	600	2,191	1,931	4,072	
Sharp	2,111	2,057	4,168	49	36	85	2,160	2,093	4,253	
St. Francis	1,034	907	1,941	1,754	1,763	3,517	2,788	2,670	5,458	
Stone	1,498	1,447	2,945	38	26	64	1,536	1,473	3,009	
Tulsa	1,965	1,770	3,735	1,435	1,470	2,905	3,400	3,340	6,740	
Van Buren	2,028	1,851	3,879	53	43	96	2,081	1,894	3,975	
Washington	6,318	6,012	12,330	209	218	427	6,527	6,299	12,757	
White	3,770	3,638	7,408	478	496	974	4,248	4,119	8,367	
Woodruff	1,110	999	2,109	1,766	1,759	3,525	2,876	2,768	5,644	
Yell	3,575	3,314	6,889	308	338	646	3,883	3,352	7,235	
Totals	163,211	152,988	316,199	60,363	59,788	120,151	223,594	212,741	436,335	

CHAPTER XIX.

ENROLLMENT.

Total enrollment, 1893.....	264,576
Number districts reporting	4,537
Number that should report.....	4,622
Number not reporting.....	85
Total white male, 1893.....	103,956
Total white female, 1893	93,699
Total white, 1893	197,655
Total colored male, 1893.....	33,294
Total colored female, 1893.....	33,627
Total colored, 1893.....	66,921
Total enrollment, 1894.....	285,159
Number districts reporting.....	4,601
Number that should have reported	4,651
Number not reporting.....	50
Total white male, 1894	109,696
Total white female, 1894.....	99,413
Total white	209,109
Total colored male, 1894	37,815
Total colored female, 1894.....	38,235
Total colored.....	76,050
Enrollment increase in 1893 over 1892	13,124
Enrollment increase in 1894 over 1893.....	20,583
Total increase in two years	33,701
Total increase in four years	79,897
Districts failing to report in 1890	1,447
Districts failing in 1891.....	1,300
Districts failing in 1892.....	112
Districts failing in 1893.....	85
Districts failing in 1894	50
Percentage of enrollment upon enumeration in 1891	59 7-10

Percentage of enrollment upon enumeration in	
1892	60
Percentage of enrollment upon enumeration in	
1893	62
Percentage of enrollment upon enumeration in	
1894 ..	67
Percentage in New York, 1893 ..	57
Percentage in Virginia, 1893 ..	53
Percentage in Mississippi, 1893 ..	64.8

TABLE H.
Statement of No. of Pupils Enrolled in the Public Schools, Year Ending June 30, 1893.

COUNTIES.	SCHOOL DISTRICT.		WHITE.			COLORED.			Aggre- gate.
	No. in Cty.	No. Report.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	
Arkansas.....	57	57	955	931	1,886	573	526	1,099	2,985
Ashley.....	41	41	922	817	1,739	694	695	1,389	3,128
Baxter.....	54	54	1,055	1,117	2,172				2,172
Benton.....	143	143	3,312	2,167	5,479	16	23	39	6,518
Boone.....	98	95	1,855	2,215	4,070	18	19	87	4,107
Bradley.....	41	41	795	690	1,485	316	352	668	2,153
Calhoun.....	39	37	811	718	1,529	367	360	727	2,256
Carroll.....	88	88	2,507	2,313	4,820	6	6	12	4,832
Chicot.....	9	9	29	28	57	432	424	856	913
Clark.....	66	66	1,660	1,538	3,198	804	854	1,658	4,856
Clay.....	60	57	928	788	1,716				1,716
Cleburne.....	58	57	1,227	1,088	2,315				2,315
Cleveland.....	50	49	665	524	1,189	258	251	509	1,698
Columbia.....	58	58	1,205	1,087	2,292	899	812	1,711	4,003
Conway.....	78	78	1,735	1,310	3,045	835	880	1,665	4,710
Craighead.....	62	62	1,923	1,605	3,528	89	88	177	3,705
Crawford.....	92	92	2,605	2,407	5,012	341	338	679	5,691
Crittenden.....	21	19	107	88	190	703	767	1,470	1,660
Cross.....	28	27	510	375	885	387	398	785	1,650
Dallas.....	48	48	857	805	1,662	377	380	757	2,419
Desha.....	27	22	145	155	300	664	717	1,381	1,681
Drew.....	62	62	1,060	970	2,030	1,110	1,092	2,202	4,232
Faulkner.....	107	107	2,139	1,874	4,013	823	582	1,405	5,418
Franklin.....	94	90	2,874	2,278	5,152	60	73	133	5,285
Fulton.....	72	72	1,408	1,166	2,574	9	18	27	2,586
Garland.....	35	35	1,568	1,423	2,991	272	161	433	3,424
Grant.....	50	50	1,076	932	2,008	184	161	345	2,353
Greene.....	67	67	1,494	1,417	2,911	10	10	20	2,931
Hempstead.....	80	80	1,522	1,379	2,901	1,065	1,030	2,115	5,016
Hot Spring.....	46	46	1,520	1,428	2,948	170	177	347	3,295
Howard.....	58	58	1,567	1,238	2,805	497	545	1,042	3,847
Independence.....	86	86	2,595	2,350	4,945	194	183	377	5,322
Izard.....	90	90	2,055	1,692	3,747	85	38	73	3,820
Jackson.....	84	84	1,159	1,116	2,312	457	495	952	3,264
Jefferson.....	34	34	874	933	1,807	3,402	3,408	6,810	8,617
Johnson.....	83	83	1,996	1,936	3,932	94	93	187	4,119
Lafayette.....	11	11	368	323	691	526	567	1,093	1,779
Lawrence.....	56	56	1,448	1,277	2,725	83	103	186	2,911
Lee.....	44	44	460	408	868	1,387	1,449	2,836	3,704
Lincoln.....	43	37	609	660	1,269	474	450	924	2,283
Little River.....	15	15	338	318	656	63	92	155	811
Logan.....	98	98	2,461	2,041	4,502	156	112	268	4,770
Lonoke.....	68	68	1,751	1,539	3,290	1,074	1,100	2,174	5,464
Madison.....	117	113	2,231	2,232	4,463	10	11	21	4,484
Marion.....	61	59	1,271	1,147	2,418				2,374
Miller.....	26	26	920	822	1,742	821	833	1,654	3,396
Mississippi.....	28	26	612	550	1,162	401	420	821	1,983
Monroe.....	89	87	707	670	1,377	1,190	1,267	2,457	3,834
Montgomery.....	63	63	609	557	1,166	40	43	84	1,650
Nevada.....	72	72	1,456	1,287	2,743	540	559	1,099	3,842
Newton.....	79	77	1,097	866	1,963				1,963
Ouachita.....	57	53	817	890	1,707	862	884	1,746	3,453
Perry.....	36	36	765	652	1,417	135	154	289	1,706
Phillips.....	44	34	466	463	929	1,670	1,689	3,359	4,288
Pike.....	49	46	1,211	1,084	2,275	42	63	105	2,380
Polk.....	19	19	423	356	779	61	77	138	917
Polk.....	71	66	952	912	1,864	8	10	18	1,882
Pope.....	102	102	2,693	2,323	5,016	256	222	478	5,494
Prairie.....	49	47	783	674	1,457	518	556	1,072	2,529
Pulaski.....	47	47	2,404	2,439	4,843	2,457	2,726	5,183	10,026
Randolph.....	84	84	1,421	1,221	2,642	50	49	99	2,741
Saline.....	64	64	1,236	1,091	2,327	510	206	416	2,743
Scott.....	74	73	1,082	1,156	2,238				2,238
Searcy.....	63	63	1,727	1,512	3,239				3,239
Sebastian.....	89	86	3,640	3,687	7,327	375	422	797	8,124
Sevier.....	48	48	1,354	1,163	2,517	177	176	353	2,870
Sharp.....	74	74	1,383	1,240	2,623	8	18	26	2,649
St. Francis.....	34	33	726	694	1,420	1,183	1,093	2,276	3,696
Stone.....	42	41	1,316	658	1,974				1,974
Union.....	74	74	1,296	1,130	2,426	870	843	1,713	4,138
Van Buren.....	66	66	1,228	1,050	2,278	20	31	51	2,329
Washington.....	164	158	3,670	3,321	6,991	73	117	190	7,181
White.....	109	105	2,641	2,372	5,013	231	241	472	5,485
Woodruff.....	31	31	737	562	1,299	1,003	947	1,950	3,249
Yell.....	96	92	2,616	2,289	4,905	161	190	351	5,256
Totals.....	4,622	4,537	103,956	93,699	197,655	33,294	33,627	66,921	264,576

TABLE I.

Statement of No. of Pupils Enrolled in the Public Schools, Year Ending June 30, 1894.

COUNTIES.	SCHOOL DISTRICT.		WHITE.			COLORED.			Aggre- gata.
	No. in County	No. Report.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	
Arkansas.....	58	58	1,004	869	1,873	496	487	983	2,856
Ashley.....	44	44	847	757	1,604	978	591	1,569	3,478
Baxter.....	55	55	1,261	1,085	2,346				2,346
Benton.....	143	143	3,440	3,257	6,697				6,697
Boone.....	98	98	2,680	2,840	5,520	18	28	41	3,161
Bradley.....	42	42	875	785	1,660	435	440	875	2,535
Calhoun.....	40	39	743	608	1,351	354	345	699	2,050
Carroll.....	91	91	2,514	2,268	4,782	5	5	10	4,792
Chicot.....	10	10	123	124	247	1,163	1,214	2,377	2,624
Clark.....	67	67	1,684	1,550	3,234	810	551	1,361	4,895
Clay.....	57	57	1,148	1,088	2,186				2,186
Cleburne.....	58	58	1,170	1,104	2,274				2,274
Cleveland.....	51	51	1,006	890	1,896	433	427	860	2,756
Columbia.....	59	59	1,366	1,222	2,588	881	862	1,743	4,331
Conway.....	80	80	1,863	1,247	2,610	738	864	1,602	4,212
Craighead.....	62	62	2,022	1,789	3,811	45	38	83	3,894
Crawford.....	93	92	2,498	2,859	4,857	299	306	605	5,492
Crittenden.....	18	17	144	189	283	1,191	1,259	2,450	2,733
Cross.....	29	26	425	445	870	167	194	361	1,231
Dallas.....	49	48	886	777	1,663	484	462	946	2,609
DeSha.....	27	27	194	115	309	656	681	1,337	1,706
Drew.....	63	63	1,163	1,021	2,184	1,869	1,342	2,711	4,895
Faulkner.....	104	103	1,051	1,391	3,042	273	240	513	3,555
Franklin.....	95	95	2,753	2,311	5,064	60	63	123	5,187
Fulton.....	74	73	1,684	1,367	3,051	22	32	54	3,105
Garland.....	35	33	1,637	1,709	3,346	310	447	757	4,103
Grant.....	50	50	1,121	910	2,031	140	127	267	2,298
Greene.....	70	70	1,700	1,526	3,226	9	10	19	3,245
Hempstead.....	81	81	1,712	1,558	3,270	1,301	1,365	2,666	5,936
Hot Spring.....	49	48	1,544	1,385	2,929	157	162	319	3,248
Howard.....	58	58	1,438	1,185	2,723	457	358	815	3,438
Howard.....	89	87	2,463	2,140	4,603	115	110	225	4,828
Independence.....	91	91	2,118	1,729	3,847	33	34	67	3,914
Isard.....	34	34	1,361	1,092	2,453	553	524	1,077	3,530
Jackson.....	34	34	886	920	1,806	3,737	3,686	7,423	9,229
Jefferson.....	85	85	2,164	2,342	4,506	72	59	131	4,637
Johnson.....	11	9	370	314	684	795	738	1,533	2,217
Lafayette.....	15	53	1,645	1,448	3,093	85	64	149	3,242
Lawrence.....	44	44	567	508	1,075	1,564	1,567	3,131	4,206
Lee.....	36	36	737	684	1,421	893	828	1,716	3,137
Lincoln.....	16	16	794	690	1,484	419	377	796	2,280
Little River.....	99	99	2,238	1,841	4,079	167	150	317	4,396
Logan.....	70	70	1,869	1,701	3,570	1,252	1,246	2,498	6,068
Lonsake.....	117	117	2,294	2,235	4,529	9	12	21	4,550
Madison.....	69	59	1,564	1,320	2,884				2,884
Marion.....	27	27	928	969	1,897	634	685	1,319	3,216
Miller.....	30	30	492	474	966	371	400	771	1,737
Mississippi.....	37	37	693	478	1,371	1,181	1,114	2,245	3,616
Monroe.....	65	65	925	845	1,770	25	16	41	1,811
Montgomery.....	66	66	1,672	1,542	3,114	592	634	1,226	4,440
Nevada.....	79	79	2,130	1,896	4,016				4,016
Newton.....	57	55	1,201	1,124	2,315	1,333	1,298	2,631	4,956
Ouachita.....	37	34	771	617	1,388	95	122	217	1,605
Perry.....	45	33	486	479	965	2,030	2,069	4,099	5,064
Phillips.....	51	51	1,152	1,025	2,177	108	104	212	2,391
Pike.....	19	19	549	452	1,001	97	66	163	1,164
Poinsett.....	64	64	851	811	1,662				1,662
Polk.....	102	102	2,793	2,457	5,250	239	182	421	5,671
Pope.....	51	50	789	644	1,433	644	697	1,341	2,774
Prairie.....	47	47	2,663	2,800	5,463	2,522	2,870	5,392	10,855
Pulaski.....	85	83	1,454	1,200	2,654	49	66	115	2,769
Randolph.....	64	64	1,583	1,388	2,971	242	286	527	3,498
Saline.....	73	76	1,853	1,528	3,381				3,381
Scott.....	69	66	1,585	1,368	2,953				2,953
Searcy.....	85	85	3,184	3,079	6,273	418	474	892	7,165
Sebastian.....	50	50	1,386	1,228	2,614	195	221	416	3,030
Sevier.....	75	75	1,471	1,315	2,786				2,786
Sharp.....	34	34	704	577	1,281	1,350	1,294	2,644	3,925
St. Francis.....	42	42	886	728	1,614				1,614
Stone.....	74	74	1,354	1,225	2,579	865	865	1,713	4,292
Union.....	69	69	1,116	927	2,043				2,043
Van Buren.....	165	164	3,907	3,690	7,597	122	144	266	7,863
Washington.....	109	109	2,876	2,662	5,538	309	294	603	6,141
White.....	31	31	853	696	1,549	1,389	1,231	2,570	4,119
Woodruff.....	95	91	2,513	2,312	4,825	168	219	387	5,212
Yell.....									
Totals.....	4,651	4,601	109,696	99,413	209,109	37,815	38,285	76,050	285,159

CHAPTER XX.

AVERAGE ATTENDANCE.

Total males 1893	76,124
Total females	69,711
Total average attendance 1893	145,835
Increase over 1892	22,210
Increase in percentage 1893	18
Total males 1894	85,434
Total females 1894	81,110
Total average attendance 1894	166,544
Increase over 1893	20,709
Increase in percentage	14
Increase in two years	42,919
Increase in percentage	34
Percentage of average attendance upon enroll- ment 1893	55
Percentage of average attendance upon enroll- ment 1894	58

TABLE J.
Average Daily Attendance for 1898.

COUNTIES.	Male.	Female.	Total.
Arkansas.....	532	504	1,036
Ashley.....	715	891	1,606
Baxter.....	616	543	1,159
Benton.....	2,200	2,102	4,302
Boone.....	1,125	1,047	2,172
Bradley.....	437	421	858
Calhoun.....	709	625	1,334
Carroll.....	1,574	1,541	3,115
Chicot.....	392	211	603
Clark.....	1,304	1,298	2,602
Clay.....	465	460	925
Cleburne.....	808	727	1,535
Cleveland.....	428	361	789
Columbia.....	978	965	1,943
Conway.....	1,246	1,228	2,472
Craighead.....	1,152	940	2,092
Crawford.....	1,162	1,201	2,363
Crittenden.....	455	551	906
Cross.....	442	393	835
Dallas.....	0	0	0
Desha.....	359	317	676
Drew.....	1,257	1,213	2,470
Faulkner.....	1,461	1,417	2,878
Fra kii.....	1,599	1,466	3,064
Fulton.....	695	693	1,388
Garland.....	1,057	1,096	2,153
Grant.....	685	692	1,287
Greene.....	960	751	1,711
Hempstead.....	1,311	1,181	2,492
Hot Spring.....	939	914	1,853
Howard.....	1,032	938	1,970
Independence.....	1,558	1,452	3,040
Isard.....	1,276	1,077	2,353
Jackson.....	937	933	1,870
Jefferson.....	2,408	2,781	5,184
Johnson.....	1,142	1,052	2,194
Lafayette.....	430	412	842
Lawrence.....	801	745	1,546
Lee.....	1,001	911	1,912
Lincoln.....	794	790	1,584
Little River.....	157	155	312
Loga.....	1,433	1,133	2,566
Lonoke.....	1,801	1,762	3,568
Madiso.....	2,660	12	2,472
Marion.....	649	610	1,239
Miller.....	1,091	1,091	2,182
Mississippi.....	554	564	1,118
Monroe.....	922	1,066	1,988
Montgomery.....	751	478	1,229
Nevada.....	1,067	1,014	2,081
Newton.....	405	315	780
Ounchita.....	973	1,209	2,187
Perry.....	338	360	698
Phillips.....	1,042	1,080	2,122
Pike.....	830	740	1,570
Poinsett.....	195	179	374
Poik.....	448	490	938
Pope.....	1,540	1,470	3,010
Prairie.....	751	615	1,366
Pulaski.....	2,907	2,879	5,786
Randolph.....	1,362	1,365	2,729
Saline.....	753	689	1,442
Scott.....	707	687	1,394
Searey.....	1,996	888	1,984
Sebastian.....	2,721	2,811	5,332
Sevier.....	986	820	1,756
Sharp.....	728	649	1,377
St. Francis.....	1,122	1,117	2,239
Stone.....	900	540	1,440
Union.....	1,215	1,158	2,373
Van Buren.....	775	684	1,459
Washington.....	1,024	1,028	2,052
White.....	1,408	1,332	2,740
Woodruff.....	772	650	1,422
Yell.....	1,587	1,486	3,071
Total.....	76,124	69,711	145,885

TABLE K.
Average Daily Attendance for 1894.

COUNTIES.	Male.	Female.	Total.
Arkansas	740	727	1,467
Ashley	942	941	1,883
Baxter	739	677	1,416
Benton	2,268	2,248	4,516
Boone	875	908	1,783
Bradley	917	649	1,566
Calhoun	682	578	1,265
Carroll	1,635	1,627	3,262
Chicot	712	721	1,433
Clark	1,378	1,313	2,691
Clay	406	385	791
Cleburne	794	792	1,586
Cleveland	785	699	1,484
Columbia	1,528	1,403	2,928
Conway	1,258	1,022	2,275
Craighead	1,152	1,022	2,174
Crawford	1,584	1,810	3,194
Crittenden	597	680	1,277
Cross	816	817	1,633
Dallas	768	740	1,508
Desha	618	572	1,190
Drew	1,266	1,260	2,526
Faulkner	1,525	1,520	3,045
Franklin	1,362	1,443	3,005
Fulton	835	699	1,534
Garland	918	809	1,727
Grant	763	826	1,589
Greene	978	980	1,958
Hempstead	1,785	1,813	3,398
Hot Spring	899	914	1,913
Howard	807	973	1,880
Independence	1,894	1,758	3,650
Isard	1,367	1,155	2,522
Jackson	1,237	1,047	2,284
Jefferson	2,716	2,758	5,474
Johnson	1,278	1,205	2,483
Lafayette	517	591	1,108
Lawrence	851	804	1,655
Lee	1,210	1,269	2,479
Lincol	763	720	1,483
Little River	513	455	968
Logan	1,666	1,121	2,687
Lonoke	1,925	1,815	3,740
Madison	1,857	1,867	3,724
Marion	810	810	1,620
Miller	889	970	1,859
Mississippi	405	463	868
Monroe	910	989	1,899
Montgomery	601	548	1,149
Nevada	1,250	1,060	2,310
Newton	1,860	1,600	3,460
Ouachita	1,409	1,449	2,858
Perry	348	332	680
Phillips	1,387	1,500	2,887
Pike	778	621	1,399
Polk	269	232	501
Polk	680	523	1,203
Pope	1,792	1,657	3,449
Prairie	711	665	1,376
Pulaski	3,279	3,612	6,891
Randolph	170	648	1,416
Saline	1,006	945	1,951
Scott	1,216	1,215	2,431
Searcy	1,044	863	1,907
Sebastian	2,214	2,256	4,470
Sevier	371	820	1,191
Sharp	834	756	1,590
St. Francis	1,255	1,147	2,402
Stone	498	428	926
Union	1,403	1,375	2,778
Van Buren	655	592	1,247
Washington	2,130	2,059	4,189
White	1,906	1,867	3,773
Woodruff	1,296	1,079	2,375
Yell	1,536	1,535	3,071
Totals	85,434	81,110	166,544

Summaries of Enumeration and Enrollment from 1869.

1869-70.....	176,910	1882-83.....	289,617
1870-71.....	180,274	1883-84.....	304,962
1871-72.....	196,237	1884-85.....	323,943
1872-73.....	194,814	1885-86.....	338,506
1873-74.....	148,128	1886-87.....	358,006
1874-75.....	168,929	1887-88.....	377,786
1875-76.....	168,929	1888-89.....	388,129
1876-77.....	189,130	1889-90.....	404,379
1877-78.....	203,567	1890-91.....	405,587
1878-79.....	216,475	1891-92.....	418,566
1879-80.....	236,600	1892-93.....	422,252
1880-81.....	247,457	1893-94.....	425,849
1881-82.....	272,841	1894-95.....	438,335

Table Showing Enumeration by Races from 1883 to Date.

1883-84.....	White.....	227,533	1889-90.....	White.....	297,665
1883-84.....	Colored.....	76,429	1890-90.....	Colored.....	106,714
1884-85.....	White.....	247,178	1890-91.....	White.....	297,904
1884-85.....	Colored.....	76,770	1890-91.....	Colored.....	107,683
1885-86.....	White.....	252,290	1891-92.....	White.....	306,890
1885-86.....	Colored.....	86,216	1891-92.....	Colored.....	112,176
1886-87.....	White.....	266,188	1892-93.....	White.....	307,781
1886-87.....	Colored.....	91,818	1892-93.....	Colored.....	114,471
1887-88.....	White.....	279,224	1893-94.....	White.....	309,868
1887-88.....	Colored.....	98,512	1893-94.....	Colored.....	115,984
1888-89.....	White.....	288,881	1894-95.....	White.....	316,169
1888-89.....	Colored.....	99,748	1894-95.....	Colored.....	120,166

Summary of Enrollment in the Schools of Arkansas from June, 1869 to Date.

1868-69.....	67,412	1881-82.....	117,696
1869-70.....	107,908	1882-83.....	112,233
1870-71.....	69,927	1883-84.....	153,216
1871-72.....	32,863	1884-85.....	164,757
1872-73.....	59,587	1885-86.....	175,935
1873-74 (no report).....		1886-87.....	183,095
1874-75 (no report).....		1887-88.....	202,754
1875-76.....	15,890	1888-89.....	216,152
1876-77.....	33,370	1889-90.....	205,262
1877-78.....	33,740	1890-91.....	242,117
1878-79.....	55,049	1891-92.....	251,452
1879-80.....	70,973	1892-93.....	264,576
1880-81.....	98,744	1893-94.....	285,159

TABLE I.

Table Showing Enrollment by Races from 1883 to Date.

1882-83.....	White.....	84,101	1888-88.....	White.....	159,770
1882-83.....	Colored.....	23,122	1888-89.....	Colored.....	56,382
1883-84.....	White.....	115,648	1889-90.....	White.....	154,259
1883-84.....	Colored.....	37,568	1889-90.....	Colored.....	51,008
1884-85.....	White.....	122,296	1890-91.....	White.....	178,289
1884-85.....	Colored.....	42,461	1890-91.....	Colored.....	63,880
1886-86.....	White.....	129,137	1891-92.....	White.....	187,261
1886-86.....	Colored.....	46,793	1891-92.....	Colored.....	64,191
1886-87.....	White.....	134,643	1892-93.....	White.....	197,655
1886-87.....	Colored.....	48,452	1893-93.....	Colored.....	66,921
1887-88.....	White.....	152,184	1893-94.....	White.....	209,109
1887-88.....	Colored.....	50,570	1893-94.....	Colored.....	76,050

CHAPTER XXI.

FACTS ABOUT PUBLIC SCHOOL STUDIES.

1893.

Number studying orthography.....	205,021
Number studying reading.....	190,072
Number studying mental arithmetic.....	91,735
Number studying written arithmetic.....	114,842
Number studying English grammar.....	63,651
Number studying geography.....	73,748
Number studying history.....	39,481
Number studying higher branches.....	5,177
Number studying penmanship.....	113,415

1894.

Number studying orthography.....	222,847
Number studying reading.....	208,287
Number studying mental arithmetic.....	110,564
Number studying written arithmetic.....	127,594
Number studying English grammar.....	71,533
Number studying geography.....	77,533
Number studying history.....	43,948
Number studying higher branches.....	6,665
Number studying penmanship.....	122,988

The number studying higher branches has increased nearly 100 per cent in four years. History 90 per cent ; geography and the others nearly 50 per cent. The reports do not show the number studying United States system of land survey but instruction in this branch is given in nearly every school. Chart teaching with apparatus is carried on in nearly 80 per cent of the schools. The whole course of study is more regularly followed than ever before in the history of the state.

TABLE I.
Table Showing the Branches Studied in the Public Schools, and the Number of Children Pursuing Each Study in the Year Ending June 30, 1893.

COUNTIES.	Orthogra- phy.	Reading.	Mental Arithmetic.	Written Arithmetic.	English Grammar.	Geography.	History.	Higher Branches.	Penman- ship.
Arkansas.....	1,854	1,652	757	8,280	342	590	285	30	1,202
Ashley.....	2,181	1,821	1,011	1,180	677	802	260	84	1,758
Baxter.....	2,160	2,010	788	783	1,400	890	230	93	1,000
Benton.....	5,904	5,817	2,443	2,637	2,284	1,674	1,283	202	2,804
Boone.....	4,163	4,002	2,423	2,800	1,200	1,316	576	52	2,223
Bradley.....	2,140	2,000	768	1,800	1,310	1,632	375	75	1,751
Calhoun.....	1,970	1,651	660	686	507	1,960	306	8	1,021
Carroll.....	4,357	3,791	1,112	2,217	1,175	1,278	586	70	1,735
Chicot.....	965	1,098	630	404	200	1,223	86	15	619
Clark.....	3,331	2,538	1,022	1,738	903	1,629	638	142	2,224
Clay.....	1,700	1,650	892	800	753	1,685	56	12	1,000
Cleburne.....	2,140	1,540	608	1,004	713	590	368	30	1,018
Cleveland.....	1,695	1,600	864	1,200	713	1,300	468	40	963
Columbia.....	2,905	2,562	864	1,968	1,013	1,055	625	65	1,861
Conway.....	8,089	2,716	1,663	1,639	595	1,093	605	87	1,725
Craighead.....	3,207	2,942	1,500	1,732	989	1,924	521	30	2,507
Crawford.....	4,128	3,768	1,760	2,021	989	1,140	559	49	2,324
Crittenden.....	1,138	1,013	519	382	362	464	138	23	1,107
Cross.....	993	807	286	356	240	332	266	29	788
Dallas.....	.....	606	406	480	175	180	80	5	492
DeSha.....	846	.....	1,628	1,370	975	1,204	759	37	2,450
Drew.....	3,057	3,125	.....	.....	.....	.....	.....	.....	.....
Faulkner.....	4,344	4,007	4,048	3,574	2,313	2,344	1,944	175	2,102
Franklin.....	3,842	3,720	2,805	2,205	1,625	1,272	600	175	2,500
Fulton.....	3,193	3,068	2,203	2,223	1,495	1,543	513	116	2,632
Garland.....	1,891	1,812	736	1,832	1,458	571	319	19	856
Grant.....	3,068	1,920	1,394	1,394	559	801	590	35	1,845
Greene.....	2,213	2,049	2,419	1,134	1,134	1,662	828	127	2,808
Hempstead.....	2,763	2,620	1,078	1,257	918	851	512	60	1,554
Hot Spring.....	2,872	2,631	1,111	614	1,072	764	482	40	1,565
Howard.....	2,609	2,015	1,359	2,101	1,072	1,081	621	112	1,882
Independence.....	2,824	2,054	1,054	1,892	1,200	1,900	1,700	75	2,000
Izard.....	2,834	2,940	1,511	1,423	755	984	673	125	2,222
Jackson.....	7,885	7,331	4,687	3,647	2,133	2,939	1,214	357	5,478
Jefferson.....	4,559	3,132	1,132	1,704	898	1,217	591	103	1,423
Johnson.....	1,284	1,331	683	790	378	436	259	16	891
Lafayette.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE L.—Continued.

COUNTIES.	Orthog- raphy.	Reading.	Mental Arithmetic.	Written Arithmetic.	English Grammar.	Geography.	History.	Higher Branches.	Penman- ship.
Lawrence.....	1,701	1,504	146	904	496	673	344	28	1,247
Lee.....	2,333	2,494	1,402	1,239	703	574	444	26	1,221
Lincoln.....	2,152	1,952	1,085	833	278	509	287	16	1,233
Little River.....	889	813	350	400	180	310	186	3	539
Logan.....	3,831	4,711	1,661	1,769	746	1,041	625	70	1,691
Longoke.....	3,942	3,725	2,309	2,311	1,123	1,472	704	199	2,413
Madison.....	3,711	3,847	1,136	1,702	674	908	430	39	1,298
Marion.....	2,109	1,990	487	901	360	482	251	39	521
Miller.....	2,442	2,589	1,848	2,038	1,171	1,410	689	34	2,236
Mississippi.....									
Monroe.....	2,541	2,535	1,125	1,146	654	908	382	23	1,594
Montgomery.....	1,746	1,602	889	814	388	585	461	3	1,189
Nevada.....	3,266	2,603	1,167	1,530	873	1,293	606	29	1,428
Newton.....	1,894	1,842	171	471	179	107	154	20	233
Ouachita.....	3,400	3,126	1,260	1,782	1,124	1,312	700	45	806
Perry.....	1,424	1,255	475	593	185	312	134	19	708
Phillips.....	2,759	3,045	1,660	1,508	935	1,392	561	67	2,179
Pike.....	2,295	1,831	1,580	969	428	527	471	14	996
Polk.....	701	689	329	334	805	227	138		633
Pope.....	1,770	1,424	333	645	215	260	275		491
Prairie.....	5,019	4,674	1,953	1,841	908	2,014	1,194	87	817
Pulaski.....	1,813	1,680	785	1,074	524	698	340	35	1,216
Randolph.....	7,807	8,157	6,651	5,098	5,483	4,711	768	197	7,034
Saline.....	2,600	2,150	979	1,120	670	589	470	12	696
Scott.....	2,311	2,204	960	1,010	530	712	380	10	240
Searcy.....	2,200	1,938	890	1,300	964	812	375	15	327
Sebastian.....	3,230	2,583	138	942	369	536	248	20	287
Sevier.....	2,575	2,565	950	1,386	679	816	614	91	1,914
Sharp.....	2,345	1,337	609	932	386	337	310	10	909
St. Francis.....	3,363	2,321	1,644	1,074	1,100	1,313	861	1	2,304
Stone.....	1,490	999	176	413	153	221	142	8	363
Union.....	2,778	2,649	1,006	1,300	737	763	428	64	1,782
Van Buren.....									
Washington.....	7,120	7,000	5,600	6,970	4,820	5,120	2,350	802	4,300
White.....	4,653	4,523	1,687	2,303	1,270	1,448	940	75	2,452
Woodruff.....	2,288	2,212	1,246	1,018	625	331	331	118	1,430
Yell.....	4,785	4,435	1,265	2,254	1,278	1,466	979	118	2,239
Totals.....	205,021	190,072	91,735	114,342	63,651	73,748	39,481	5,177	118,415

TABLE M—Continued.

COUNTIES.	Orthog- raphy.	Reading.	Mental Arithmetic.	Written Arithmetic.	Engliah Grammar.	Geography	History.	Higher Branches.	Pennan- ship.
Lawrence.....	2,456	2,292	968	849	5'9	558	406	84	1,475
Lee.....	2,642	2,890	1,522	1,179	727	1,131	629	141	2,118
Lincoln.....	2,609	1,822	867	968	469	520	280	19	971
Little River.....	1,425	1,283	607	546	350	452	317	14	815
Logan.....	3,818	3,639	1,178	1,825	1,064	1,190	816	67	1,883
Louise.....	4,008	4,059	2,592	2,428	1,076	1,405	714	118	2,680
Madison.....	3,363	3,431	1,304	1,681	743	869	594	73	1,113
Marion.....	2,617	2,200	417	1,066	461	532	814	54	776
Miller.....	2,160	2,080	1,025	1,650	482	670	385	150	896
Mississippi.....	1,465	1,248	648	753	310	436	203	22	1,033
Monroe.....	2,416	2,315	1,079	1,237	698	849	377	48	1,282
Montgomery.....	1,626	1,569	683	700	361	352	114	46	1,332
Narada.....	3,400	2,690	1,375	1,885	793	960	470	59	1,387
Newton.....	2,190	2,600	872	1,800	860	954	220	25	100
Ouachita.....	3,168	3,028	1,485	1,668	1,166	649	512	64	2,387
Perry.....	1,400	1,250	973	1,260	425	673	89	60	720
Phillips.....	2,680	2,920	2,008	1,885	1,274	1,426	869	151	2,078
Pike.....	1,903	1,602	8505	934	411	501	471	13	763
Polk.....	900	785	711	438	260	267	162	26	804
Polkett.....	1,367	1,144	343	483	173	262	274	252	353
Pope.....	4,924	4,760	2,350	2,775	1,179	513	924	55	2,951
Prairie.....	2,010	1,831	1,631	1,611	512	703	322	55	1,454
Pulaski.....	8,740	8,982	6,844	6,891	2,457	2,076	942	245	5,476
Randolph.....	2,400	2,170	894	1,200	1,450	1,600	842	40	256
Saline.....	2,868	2,664	1,110	2,319	757	969	600	64	1,785
Scott.....	2,991	2,824	1,319	1,247	741	886	507	49	1,408
Searcy.....	2,600	2,410	1,680	1,562	621	842	237	283	263
Sebastian.....	7,000	6,850	3,600	4,000	5,200	3,270	864	367	4,540
Shaver.....	2,340	2,613	1,297	1,418	874	948	657	140	1,780
Sharp.....	2,100	1,800	1,674	1,540	964	872	468	250	2,016
St. Francis.....	2,657	2,306	1,859	1,888	873	1,221	697	46	2,072
Stone.....	1,525	1,296	217	503	164	285	203	632	682
Union.....	3,862	2,632	1,087	1,562	811	875	677	52	1,937
Van Buren.....	1,970	1,896	862	1,250	969	1,012	892	30	1,678
Washington.....	6,500	6,720	5,400	6,530	4,200	5,023	4,160	809	4,000
White.....	5,080	4,466	1,160	2,616	2,391	1,428	1,004	129	2,712
Woodruff.....	3,904	3,011	2,083	1,821	969	1,150	438	82	2,618
Yell.....	4,704	4,205	1,864	2,869	1,101	2,547	818	211	1,550
Totals.....	222,847	208,287	110,564	127,594	71,022	77,533	48,948	6,665	124,988

CHAPTER XXII.

FACTS ABOUT TEACHERS AND SALARIES.

I. TEACHERS.

Number white male teachers employed 1893.....	3,425
Number white male teachers employed 1894.....	3,275
Number white female teachers employed 1893.....	1,515
Number white female teachers employed 1894.....	1,603
Total white teachers 1893.....	4,940
Total white teachers 1894.....	4,878
Number colored male teachers 1893.....	1,009
Number colored male teachers 1894.....	992
Number colored female teachers 1893.....	365
Number colored female teachers 1894.....	416
Total colored teachers 1893.....	1,374
Total colored teachers 1894.....	1,408
Total teachers 1893.....	6,314
Total teachers 1894.....	6,286
Increase over 1892.....	645

II. SALARIES.

Average salary 1st grade, male 1893.....	\$ 44.78
Average salary 1st grade, male 1894.....	45.96
Increase.....	1.18
Average salary 1st grade, female 1893.....	38.20
Average salary 1st grade, female 1894.....	40.07
Increase.....	1.87
Excess of first grade, male over female 1893.....	6.58
Excess of first grade, male over female 1894.....	5.89
Average salary 2nd grade, male 1893.....	35.35
Average salary 2nd grade, male 1894.....	35.76
Increase.....	.41
Average salary 2nd grade, female 1893.....	33.50
Average salary 2nd grade, female 1894.....	31.97
Decrease.....	1.53
Average salary 3d grade, male 1893.....	30.69

Average salary 3d grade, male 1894.....	30.57
Decrease	.08
Average salary 3d grade, female 1893	27.82
Average salary 3d grade, female 1894.....	27.78
Average salary 1st grade teachers 1893	41.49
Average salary 1st grade teachers 1894	43.01
Increase	1.52
Average salary 2nd grade teachers 1893	34.42
Average salary 2nd grade teachers 1894	33.66
Decrease	.76
Average salary 3d grade teachers 1893	29.26
Average salary 3d grade teachers 1894	29.17

It will be seen that there is a more general disposition to increase the salaries of first grade teachers and to decrease that of the others.

Average salary of male teachers 1893.....	\$ 36.94
Average salary of male teachers 1894.....	37.43
Increase	.49
Average salary of female teachers 1893	33.17
Average salary of female teachers 1894	33.47
Increase	.30

It is also to be noted that the salaries of all teachers are increased.

Average salary of all teachers 1893.....	35.05
Average salary of all teachers 1894	35.45

The average excess of male over female teachers in 1894 was \$3.96.

These wages are about the same as are paid in other commonwealths for like grades of certificates. We outrank many states and are in turn outranked by many others.

TABLE N.
Statement of Number and Salaries of Teachers, Year Ending June 30, 1893.

COUNTIES.	NUMBER EMPLOYED.				AVERAGE MONTHLY SALARIES.					
	WHITE.		COLORED.		GRADE NO. 1.		GRADE NO. 2.		GRADE NO. 3.	
	Males.	Females.	Total.	Total.	Males.	Females.	Males.	Females.	Males.	Females.
Arkansas.....	25	28	53	21	\$44 13	\$31 80	\$32 33	\$31 00	\$29 60	\$32 50
Ashley.....	32	18	50	2	55 00	42 50	60 00	41 00	41 00	35 00
Baxter.....	47	5	52	27	39 00	27 50	27 70	28 50	25 80	25 10
Benton.....	85	45	130		34 00	27 85	23 80	22 30	25 00	20 00
Boone.....	57	51	108							
Bradley.....	19	14	33	4	40 90	37 50	36 04	34 00	31 00	27 50
Calhoun.....	32	6	38	16	42 50	35 00	27 56	27 00	25 00	27 50
Carroll.....	66	31	97	24	44 00	35 00	33 90	34 66	30 30	25 66
Chicot.....	1	7	8	1	46 78	47 00	20 00	40 00	29 50	35 00
Clark.....	47	33	80	34	42 00	38 00	35 00	32 00	80 00	26 00
Clay.....	33	8	41	33	49 75	38 33	35 80	34 00	33 33	27 50
Cleburne.....	48	12	60	41	32 95	28 90	28 00	27 50	26 25	20 00
Cleveland.....	20	10	30	3	44 30	34 00	32 55	33 66	26 20	15 00
Columbia.....	40	12	52	11	48 00	37 50	28 00	30 00	30 00	25 00
Conway.....	53	19	72	42	46 00	45 00	37 25	33 00	30 00	26 00
Craighead.....	58	15	73	113	48 20	46 50	39 10	38 00	31 00	26 60
Crawford.....	81	25	106	2	42 00	37 33	30 25	40 00	35 00	34 70
Crittenden.....	3	11	14	6	50 00	42 50		31 80	30 00	28 00
Cross.....	10	12	22	9	44 75	46 50	41 60	36 40	30 00	35 00
Dallas.....	37	15	52	15	37 50	36 00	34 90	26 25	25 09	35 00
Desha.....	7	12	19	14	43 38	42 50	42 78	43 00	34 00	26 35
Drew.....	26	28	54	24	40 50	36 09	33 04	31 92	30 95	32 80
Faulkner.....	73	34	107	5	45 00	37 18	40 40	32 65	33 80	32 80
Franklin.....	92	19	111	2	40 99	37 08	32 48	31 08	30 42	26 66
Fulton.....	51	17	68	118	34 80	28 33	36 20	34 00	27 00	23 33
Garland.....	27	24	51	69	33 29	28 66	31 00	32 60	32 60	25 00
Grant.....	54	4	58	57	39 80	40 00	31 00	31 00	29 90	25 00
Greene.....	67	19	86	8	38 16	37 22	32 56	34 16	33 04	25 00

TABLE N.—Continued

COUNTIES.	NUMBER EMPLOYED.			AVERAGE MONTHLY SALARIES.								
	WHITE.		Total.	COLORED.		Total White and Colored.	GRADE NO. 1.		GRADE NO. 2.		GRADE NO. 3.	
	Males.	Females.		Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.
Hempstead.....	46	32	78	38	19	57	48 00	40 00	\$43 00	\$33 00	36 00	32 00
Hot Spring.....	55	18	73	5	5	10	26 90	36 70	33 00	30 00	22 50	24 50
Howard.....	60	9	69	15	3	18	43 48	34 00	33 00	30 00	29 00	28 70
Independence.....	95	29	124	11	2	13	50 00	50 50	32 00	30 00	25 00	25 00
Izard.....	53	5	58	2	7	9	31 70	29 80	27 20	27 50	25 00	31 66
Jackson.....	44	14	58	14	36	50	46 75	42 50	37 20	36 00	34 00	34 55
Jefferson.....	18	34	52	64	4	68	67 45	57 63	39 66	35 64	36 75	33 05
Johnson.....	79	19	98	4	4	8	41 00	33 25	35 40	30 40	42 50	33 85
Lafayette.....	12	9	21	19	9	28	43 80	41 50	40 00	42 50	33 00	33 00
Lawrence.....	46	21	67	7	1	8	41 36	36 46	35 00	33 00	32 60	33 00
Lee.....	23	20	43	39	8	47	46 00	36 00	38 00	35 00	33 00	33 00
Lincoln.....	24	18	42	31	4	35	44 35	44 60	40 60	37 20	27 77	32 00
Little River.....	22	7	29	16	2	18	47 45	60 00	38 33	35 28	28 33	32 50
Logan.....	86	20	106	5	1	6	45 10	37 25	36 00	30 00	29 00	27 70
Lonoke.....	51	38	89	35	7	42	40 00	33 00	36 00	30 00	29 00	27 00
Madison.....	74	22	96	9	6	15	50 30	45 20	40 10	35 70	34 20	30 00
Marion.....	35	10	45	23	6	29	37 50	30 00	30 35	32 66	23 30	25 00
Miller.....	27	13	40	69	8	77	55 30	43 50	53 90	57 50	47 50	35 00
Mississippi.....	10	20	30	9	8	17	55 15	43 90	43 70	37 50	35 00	26 30
Monroe.....	19	21	40	33	7	37	40 95	40 00	36 30	35 22	33 25	16 25
Montgomery.....	34	4	38	1	1	2	37 00	37 50	30 50	29 00	30 00	33 33
Nevada.....	40	31	71	23	5	28	38 35	30 00	31 27	26 43	28 50	26 00
Newton.....	36	6	42	34	7	41	43 25	39 00	37 00	31 33	27 00	28 00
Ouachita.....	30	21	51	5	3	8	39 87	31 50	31 90	35 00	30 72	30 10
Perry.....	34	4	38	32	35	67	54 60	44 64	43 06	35 70	29 54	34 00
Phillips.....	13	21	34	8	1	9	40 16	24 72	32 77	30 81	29 54	31 12
Pike.....	42	14	56	1	1	2	42 00	35 00	34 00	30 00	30 00	25 00
Polk.....	23	6	29	1	1	2	38 70	27 14	25 40	22 50	21 33	13 00
Polk sett.....	31	12	43	1	1	2						

TABLE N.—Concluded.

COUNTIES.	NUMBER EMPLOYED.				AVERAGE MONTHLY SALARIES.					
	White.		Colored.		GRADE No. 1.		GRADE No. 2.		GRADE No. 3.	
	Males.	Females.	Total.	Total.	Males.	Females.	Males.	Females.	Males.	Females.
Pope	103	17	120	6	48 20	\$	\$22 50	\$98 66	\$38 85	\$24 28
Prairie	30	50	80	96	48 40	31 15	32 00	49 00	29 80	20 00
Pulaski	130	100	230	87	45 00	71 60	32 00	45 00	42 50	40 00
Randolph	44	12	56	4	53 60	50 00	49 80	38 66	30 30	30 00
Saline	53	20	73	12	43 00	38 40	32 36	32 16	25 00	
Scott	56	6	62	5	31 90	35 17				
Searcy	66	8	74	64	32 60	37 00	26 60	35 00	23 00	22 70
Sebastian	32	58	90	18	46 00	39 10	24 80	39 77	32 42	32 50
Sevier	36	21	57	10	49 56	18 66	31 50	32 70	31 66	27 16
Sharp	17	12	29	1	36 12	29 12	27 50	18 66	28 33	30 00
St. Francis	17	20	37	46	33 00	44 40	35 80	35 80	33 00	
Stone	29	3	32	8	31 80	28 20	26 50	23 00		
Union	44	32	76	47	37 00	38 00	28 00	28 00	21 00	18 00
Van Buren	38	47	85	5	32 30	29 60	25 10	28 00	25 00	15 00
Washington	86	47	133	16	75 00	70 00	60 10	50 60	40 20	35 40
White	79	53	125	8	44 00	34 75	33 23	31 60	29 10	30 00
Woodruff	92	18	110	24	49 44	43 55	42 00	36 66	26 80	
Yell	97	25	122	11	61 29	38 40	33 10	32 20	28 30	25 00
Totals	8,425	1,515	4,940	1,374	AV. \$44 78	\$38 20	\$35 35	\$33 50	\$30 66	\$27 82

TABLE O.
Statement of Number and Salaries of Teachers, Year Ending June 30, 1894.

COUNTIES.	NUMBER EMPLOYED.				AVERAGE MONTHLY SALARIES.											
	WHITE.			Total.	COLORED.		Total White and Colored.	GRADE NO. 1.		GRADE NO. 2.		GRADE NO. 3.				
	Males.	Females.	Total.		Males.	Females.		Total.	Males.	Females.	Males.	Females.				
Arkansas.....	30	26	56	25	6	31	87	\$60 00	\$40 00	\$36 50	\$32 00	\$25 00	\$23 00			
Ashley.....	29	17	46	20	2	28	74	50 00	45 50	40 20	40 00	32 80	30 00			
Baxter.....	57	57	114					40 00	38 00	35 00	30 00	40 00	31 66			
Benton.....	88	53	141					50 60	45 50	45 00	40 00	32 50	30 00			
Boone.....	44	37	81	1		1	82	40 00	40 20	40 50	39 00	28 50	25 00			
Bradley.....	24	16	40	15	4	24	64	50 00	45 50	40 00	35 50	35 00	30 00			
Calhoun.....	29	5	34	15	4	19	53	48 00		39 00	33 33	29 00	29 00			
Carroll.....	62	24	86	1			87	55 50	40 87	30 50	25 00	25 00				
Chicot.....	8	8	16	23	4	27	35	43 40	48 86	32 50	37 50	30 00	30 50			
Clark.....	40	36	76	25	11	36	112	50 00	45 00	42 50	40 00	35 00	30 00			
Cleburne.....	43	14	57				48	34 50	27 50	34 09	30 00	31 00	29 00			
Cleveland.....	34	14	48	18	8	21	69	40 00	35 50	34 10	36 00	25 50				
Columbia.....	45	14	59	20	6	26	94	43 00	32 50	34 10	24 00	27 50	18 20			
Conway.....	54	16	70	20	9	29	107	48 50	45 00	40 00	35 00	30 00	28 00			
Craighead.....	30	20	50	4	6	10	69	50 00	47 50	40 00	34 50	32 00	33 00			
Crawford.....	75	20	95	7	6	13	108	65 00	60 00	45 40	35 00	36 00				
Crittenden.....	5	11	16	23	13	36	52	50 00	45 00	38 50	35 50	38 50	35 60			
Cross.....	10	7	17	2	5	7	24	40 75	47 00	38 75	35 00	40 00	38 83			
Dallas.....	81	19	100	6	6	24	74	40 50	33 75	30 50	29 70	26 50	27 50			
Deaha.....	10	10	20	16	4	20	40	42 50	45 00	45 00	43 30	29 50				
Drew.....	34	24	58	38	7	45	103	06 66	40 00	37 50	36 10	38 50	33 50			
Faulkner.....	56	21	77	12	1	13	90	38 00	31 43	31 05	30 30	30 05	25 70			
Franklin.....	90	18	108	7	8	118	118	43 36	38 99	30 35	27 55	28 47	20 00			
Fulton.....	70	40	110	2	2	4	114	43 00	34 00	30 00	28 30	26 00	30 00			
Garland.....	30	25	55	4	5	9	64	46 85	45 33	35 00	31 33	36 66	28 33			
Grant.....	49	7	56	6	9	9	65	40 00	41 25	34 50	33 50	29 50	32 50			
Greene.....	55	13	68	1		1		38 70	36 06	34 90	31 11	31 90				

TABLE O—Continued.

COUNTIES.	NUMBER EMPLOYED.				AVERAGE MONTHLY SALARIES.					
	WHITE.		COLORED.		GRADE NO. 1.		GRADE NO. 2.		GRADE NO. 3.	
	Males.	Females.	Total.	Total.	Males.	Females.	Males.	Females.	Males.	Females.
Hempstead	35	33	73	52	\$68 18	\$62 00	40 00	32 05	\$30 00	\$24 00
Hot Spring	49	18	67	7	43 50	35 30	33 75	28 75	25 20	...
Howard	51	8	59	14	41 50	31 00	32 25	25 00	23 35	27 60
Independence	100	31	131	18	55 60	50 25	45 00	40 20	34 50	30 00
Izard	92	8	100	2	45 60	40 20	36 50	30 00	32 00	25 00
Jackson	38	10	48	8	50 01	40 50	35 50	38 12	30 40	28 00
Jefferson	13	46	59	00	43 44	39 54	37 86	38 12	34 44	30 10
Johnson	75	27	102	8	40 00	37 06	37 50	31 50	32 50	22 00
Lafayette	11	6	17	11	54 51	52 50	39 00	37 71	39 16	29 10
Lawrence	43	12	55	2	42 00	32 00	35 00	30 00	32 00	40 00
Lee	15	17	32	44	52 00	41 00	35 00	36 00	28 00	25 00
Lincoln	28	16	44	23	55 00	46 00	48 00	35 00	33 00	30 00
Little River	21	8	29	13	51 00	40 00	39 00	37 50	32 50	37 50
Logan	77	18	95	6	45 50	33 33	37 50	30 45	36 40	31 50
Lonoke	52	39	91	32	43 00	38 00	32 00	27 00	26 00	26 00
Madison	74	26	100	1	35 50	30 66	30 00	29 00	24 50	20 83
Marion	39	15	54	...	31 00	28 50	28 20	26 00	27 00	30 00
Miller	24	11	35	17	54 50	50 00	45 50	45 00	38 30	32 50
Mississippi	7	22	29	9	46 00	43 00	38 00	34 00	37 50	30 66
Monroe	21	25	46	34	43 60	38 82	35 88	33 14	30 60	...
Montgomery	37	5	42	...	45 00	37 00	32 50	32 50	30 00	20 25
Nebraska	49	86	85	20	41 50	38 00	31 28	29 85	26 00	23 50
Newton	45	7	52	...	45 00	35 00	35 00	25 00	26 00	25 30
Onachita	37	22	59	9	55 50	45 55	33 00	28 50	28 50	30 20
Perry	25	9	34	43	46 20	40 00	40 00	35 20	30 00	30 20
Phillips	10	26	34	33	42 50	41 50	38 50	32 00	40 00	32 80
Pike	39	10	49	2	40 00	36 00	34 80	31 50	31 20	25 00
Poinsett	19	8	27	1	43 50	39 00	37 50	30 00	27 80	20 00
Polk	24	9	33	...	33 00	34 66	33 50	30 75	27 80	33 00
Pope	101	18	119	8	50 60	75 50	37 50	42 40	36 20	33 00
Prairie	25	23	48	19	42 00	38 00	32 00	26 00	33 75	20 00

TABLE O.—Continued.

COUNTIES.	NUMBER EMPLOYED.				AVERAGE MONTHLY SALARIES.							
	WHITE.		COLORED.		Total White and Colored.	GRADE No. 1.		GRADE No. 2.		GRADE No. 3.		
	Males	Females	Total	Males.		Females.	Males.	Females.	Males.	Females.		
Pulaski	35	58	93	35	55	90	\$60 50	42 35	\$36 50	\$36 20	\$34 50	\$25 00
Randolph	47	17	64	2	2	2	40 00	10 00	39 00	15 00		
Saline	60	22	82	9	3	11	39 62	34 30	31 54	28 88		
Scott	59	16	75				40 50	36 50	35 00	34 70	34 00	30 00
Searcy	28	18	56				45 00	22 50	35 20	25 00	28 00	25 00
Sebastian	71	61	132	10	13	23	60 00	45 00	35 00	34 00	35 00	30 00
Sevier	39	14	63	4	4	8	44 60	36 80	35 56	30 71	31 22	29 16
Sharp	52	14	66				48 50	45 00	35 70	30 60	31 50	32 00
St Francis	56	49	105	18	17	35	45 00	40 00	32 50	30 00		18 50
Stone	33	5	38				32 80	25 00	26 00	25 00	29 00	23 00
Union	43	22	75	45	5	50	35 90	31 70	26 10	25 50	22 50	
Van Buren	55	17	69				38 50	35 00	30 00	25 00		
Washington	102	47	149	4	3	7	50 00	45 50	40 50	38 00	33 00	20 00
White	85	63	148	11	6	17	40 10	26 63	27 88	30 08	24 45	35 31
Woodruff	18	16	44	18	10	28	49 87	41 86	40 80	37 00	30 00	25 00
Yell	79	33	111	1	11	12	43 50	43 00	35 00	33 80	28 50	29 00
Totals	3,275	1,003	4,878	992	416	1,408	\$45 96	\$40 07	\$35 76	\$31 97	\$30 57	\$27 78

CHAPTER XXIII.

FACTS ABOUT THE NUMBER OF SCHOOLS TAUGHT IN EACH COUNTY, THEIR LENGTH IN MONTHS, AND THE AVERAGE LENGTH OF TERM IN DAYS, FOR ALL THE SCHOOLS OF THE STATE.

TABLE P.

Number schools taught, 1891.....	4,251
Number schools taught, 1892.....	4,725
Number schools taught, 1893.....	5,000
Number schools taught, 1894.....	5,066
Increase in four years.....	815
Number months taught, 1891.....	16,297
Number months taught, 1892.....	17,441
Number months taught, 1893.....	18,348
Number months taught, 1894.....	18,507
Increase in four years.....	2,210
Average number of days, 1893.....	73
Average number of days, 1894.....	73

We pay more money to the dollar of taxed value for the support of schools than any southern state, and more than the majority of the northern states. This, however, does not give us a school of equal length with northern states who pay less. Other northern states have decided that, no matter what the cost, they will have schools equal in time to those of the most favored section. They have heroically voted 12, 13, 14 and even 17 mills on the dollar to obtain their ends. We pay 7.6 mills, and maintain a four-months' school throughout the state. It is evident that if our children have opportunities equal to any other state, but limited to one-half the time, they will lack fully one-half their power. We cannot claim a good system of schools unless that system runs equal in time to that of other localities. They need 14 mills, and supply it. We need 14 mills, and should supply it. The time to face that question is now.

1893.

COUNTIES.	Number of schools taught during year.	Number of months taught.
Arkansas	73	292
Ashley	68	340
Baxter	41	126
Benton	106	432
Boone	86	344
Bradley	38	144
Calhoun	59	180
Carroll	92	376
Chicot	39	148
Clark	49	147
Clay	35	131
Cleburne	57	167
Cleveland	35	130
Columbia	35	165
Conway	60	171
Craighead	70	265
Crawford	105	363
Crittenden	28	72
Cross	28	140
Dallas	61	84
Desha	34	102
Drew	68	272
Faulkner	115	343
Franklin	110	478
Fulton	57	175
Garland	55	117
Grant	60	173
Greene	89	289
Hempstead	107	237
Hot Spring	71	259
Howard	41	95
Independence	115	415
Izard	82	246
Jackson	68	332
Jefferson	134	631
Johnson	93	269
Lafayette	2	22
Lawrence	40	163

1893—Continued.

COUNTIES.	Number of schools taught during year.	Number of months taught.
Lee	83	246
Lincoln	61	254
Little River	46	378
Logan	100	283
Lonoke	132	497
Madison	71	284
Marion	41	164
Miller	59	236
Mississippi	36	109
Monroe	65	192
Montgomery	40	110
Nevada	44	142
Newton	28	93
Ouachita	70	275
Perry	44	143
Phillips	38	176
Pike	51	158
Poinsett	26	130
Polk	39	106
Pope	113	390
Prairie	61	256
Pulaski	125	855
Randolph	51	153
Saline	64	320
Scott	50	220
Searcy	63	180
Sebastian	104	522
Sevier	60	194
Sharp	71	199
St. Francis	62	121
Stone	31	93
Union	16	329
Van Buren	40	150
Washington	104	420
White	131	420
Woodruff	43	172
Yell	121	359
Totals	5,000	18,348

1894.

COUNTIES.	Number of Schools Taught During Year.	Number of Months Taught.
Arkansas.....	80	290
Ashley.....	64	256
Baxter.....	57	171
Benton.....	115	447
Boone.....	69	180
Bradley.....	55	180
Calhoun.....	51	165
Carroll.....	87	297
Chicot.....	32	120
Clark.....	91	302
Clay.....	33	132
Cleburne.....	53	210
Cleveland.....	59	170
Columbia.....	77	245
Conway.....	79	314
Craighead.....	52	288
Crawford.....	71	348
Crittenden.....	47	110
Cross.....	18	54
Dallas.....	59	175
Desha.....	37	147
Drew.....	75	232
Faulkner.....	74	219
Franklin.....	73	281
Fulton.....	57	182
Garland.....	63	315
Grant.....	63	288
Greene.....	71	229
Hempstead.....	116	348
Hot Spring.....	70	320
Howard.....	35	131
Independence.....	110	332
Izard.....	93	349
Jackson.....	58	217
Jefferson.....	125	625
Johnson.....	99	317
Lafayette.....	9	27
Lawrence.....	40	131

1894—Continued.

COUNTIES.	Number of Schools taught during Year.	Number of Months Taught.
Lee	69	173
Lincoln	60	180
Little River	45	135
Logan	98	304
Lonoke	134	544
Madison	92	316
Marion	22	127
Miller	50	150
Mississippi	25	120
Monroe	70	366
Montgomery	42	129
Nevada	91	464
Newton	40	120
Ouachita	92	315
Perry	42	120
Phillips	46	143
Pike	46	132
Poinsett	27	136
Polk	14	53
Pope	106	350
Prairie	53	155
Pulaski	131	922
Randolph	69	207
Saline	83	296
Scott	72	207
Searcy	59	156
Sebastian		
Sevier	96	490
Sharp	70	210
St. Francis	64	256
Stone	36	108
Union	124	343
Van Buren	37	114
Washington	133	509
White	138	447
Woodruff	64	247
Yell	109	317
Total	5,066	18,507

CHAPTER XXIV.

FACTS ABOUT SCHOOL HOUSES AND THEIR VALUE.

Number school houses built, 1891.....	293
Number built in 1892	255
Number built in 1893	193
Number built in 1894	177

Total in four years.....	918
Total in state, 1894.....	3,866

This record shows that about one-fourth as many houses have been built in the last four years as in the whole common school period of twenty-six years. This excludes the large number of fine college buildings that have been erected during the same time.

Brick houses, 1893.....	5
Brick houses, 1894.....	10
Log houses, 1893.....	11
Log houses, 1894.....	6
Frame houses, 1893.....	177
Frame houses, 1894.....	161
Total, 1893.....	193
Total, 1894.....	177
Value, 1893	\$66,200 41
Value, 1894	88,941 52
Total brick, 1893.....	38
Total brick, 1894.....	66
Total log, 1893.....	172
Total log, 1894	29
Total frame, 1893	3,334
Total frame, 1894	3,771
Total, 1893.....	3,544
Total, 1894.....	3,866
Total value, 1893	\$1,442,387 79
Total value, 1864	1,769,086 28

TABLE R.
Statement of the Number of Public School Houses, Reported Year Ending June 30, 1893.

COUNTIES	ERECTED DURING THE YEAR.					WHOLE NUMBER OF PUBLIC SCHOOL HOUSES IN THE STATE.						
	MATERIAL USED IN CONSTRUCTION.				Number.	MATERIAL USED IN CONSTRUCTION.				Condition.	Value.	Number With Grounds Enclosed.
	Brick.	Log.	Frame.	Cost.		Brick.	Log.	Frame.				
Arkansas.....	1		1	\$468 05	39		2	37	Good	\$ 12,104 50		
Ashley.....	7			805 00	41					5,465 00		
Baxter.....	1		1	118 35	41		2	39	Good	5,873 55		
Benton.....					118	2	2	114	Good	49,935 00		
Boone.....												
Bradley.....												
Calhoun.....	3		3	236 85	34		6	20	Good	3,562 85		
Carroll.....	2		2	574 80	73			73	Good	21,985 18		
Chicot.....	3		3	481 66	15		1	14	Good	4,455 00		
Clark.....	2		2	485 00	48	1	2	45	Good	7,790 00		
Clay.....	6		6	1,419 81	57			57	Good	15,126 00	4	
Cleburne.....	2		2	225 00	33		4	25	Good	4,330 00	16	
Cleveland.....												
Columbia.....	10		5	606 00	33		8	10	Good	4,447 90		
Conway.....	9	1	2	8,176 00	63		5	55	Good	26,041 00	4	
Craighead.....	6		6	1,411 90	55	3		55	Good	27,174 20	1	
Crawford.....	2		2	996 00	82					84,861 00		
Crittenden.....					16			10		7,372 55	10	
Cross.....	4		4	1,080 00	23			23		7,140 00		
Dallas.....	6	2	2	506 50	27		5	9		4,950 00	1	
DeSha.....												
Drew.....					41			41		8,378 96	1	
Faulkner.....	3		1	455 00	62		61		Good	9,124 30		
Franklin.....	3		3	963 00	35	1		84	Good	20,685 00	2	
Fulton.....	2		2	962 84	45		3	12		10,165 84		
Garland.....					47			30		26,408 80	5	
Grant.....	4		4	413 30	49		3	46	Good	5,707 00		
Greene.....	2		2	400 00	66			66	Good	16,889 87	2	

TABLE S—Continued.

COUNTIES.	ERECTED DURING THE YEAR.					WHOLE NUMBER OF PUBLIC SCHOOL HOUSES IN THE STATE.				
	MATERIAL USED IN CONSTRUCTION.					Number.	MATERIAL USED IN CONSTRUCTION.			Condition.
	Number.	Brick.	Log.	Frame.	Cost.		Brick.	Log.	Frame.	
Greene	6			6	\$ 2,372 00	60	1		59	Good.
Hempstead						78			78	Good.
Hot Spring	3			3	427 55	48		4	44	Good.
Howard	1			1	25 00	46			46	Good.
Independence	3			3	689 15	66	1		65	Good.
Izard	4			4	493 60	54			54	Good.
Jackson						31				Good.
Jefferson	1	1		1	12,032 08	61	3		58	Good.
Johnson	3	1		3	1,579 50	86	3		83	Good.
Lafayette	1			1	165 00	24		1	23	Good.
Lawrence	1			1	150 00	46			46	Good.
Lee	1			1	635 80	43			43	Good.
Lincoln	3			3	500 00	33			33	Good.
Little River	1			1	315 10	64			64	Good.
Logan	11			11	1,605 10	70			70	Good.
Louisa	3			3	550 00	85			85	Good.
Madison	6			6	2,185 00	28			28	Good.
Marion	1			1	75 00	12	2		10	Good.
Miller						20			20	Good.
Mississippi	5			5	819 64	41			41	Good.
Monroe	1			1	300 00	37		4	33	Good.
Montgomery						55			55	Good.
Nevada										
Newton										
Onacha	3			3	563 25	78	3		75	Good.
Perry	2			2	205 00	29			29	Good.
Phillips	6			6	4,849 70	45			45	Good.
Pike	3			3	312 50	39			39	Good.
Polk	2			2	984 87	31			31	Good.
Polksett										

Value.

Number with En-
closed.

Value.

Number with En-
closed.

Value.

Number with En-
closed.

Value.

Number with En-
closed.

Value.

Number with En-
closed.

Value.

Number with En-
closed.

Value.

Number with En-
closed.

Value.

CHAPTER XXV.

COUNTY INSTITUTES.

The institutes are doing good service towards harmonizing the old and new educations. The old sought for character; its danger was in memoriter work. The new seeks for intellectual insight and individual power; its danger is helplessness, feeble groping. The old sought to control and develop the will; the new to develop and control individual thought. Both are right and they must be brought together. The instructors have tried during the year to harmonize individual character with individual thought forms, and they have succeeded in part.

The following facts will show the movement of these schools for the past four years:

Number held in 1891	76
Attendance	2,242
Number held in 1892	112
Attendance	5,103
Number held in 1893	160
Attendance	4,509
Number held in 1894	165
Attendance	4,254

These figures indicate a large growth and promise great value to the schools. The danger is that the instructor may not grasp the institute idea and thereby permit the institution to degenerate into a formless exhibition of stale facts or hair-splitting differentiations. Every conductor should be heartily in love with public education; a believer in the possible advancement of the masses; a student of psychology; a master of comprehensive systems. With such in every county the schools will advance rationally and with power.

TABLE T.

INSTITUTES HELD IN THE VARIOUS COUNTIES FOR THE YEAR
ENDING JUNE 30, 1893.

COUNTIES.	No. Ins. Held.	Attend- ance.
Arkansas	1	25
Ashley	1	40
Baxter	3	35
Benton	1	100
Boone	3	64
Bradley		
Calhoun		
Carroll	1	55
Chicot		
Clark	2	80
Clay	6	105
Cleburne	1	60
Cleveland	1	25
Columbia	3	20
Conway	2	75
Craighead	6	25
Crawford	3	199
Crittenden	1	5
Cross	3	65
Dallas		
Desha		
Drew	4	78
Faulkner	2	140
Franklin	3	211
Fulton	1	53
Garland	1	62
Grant	1	37
Greene	16	405
Hempstead	4	70
Hot Spring	1	34
Howard		
Independence	4	200
Izard	1	60
Jackson	4	52
Jefferson	1	45
Johnson	3	55

TABLE T.—*Continued.*

COUNTIES.	No. Ins. Held.	Attend- ance.
Lafayette		..
Lawrence.....	3	120
Lee.....	2	50
Lincoln.....	1	5
Little River.....	2	25
Logan.....	2	163
Lonoke.....	3	117
Madison.....		..
Marion.....	1	20
Miller.....	0	..
Mississippi.....	3	25
Monroe.....	4	45
Montgomery.....	1	33
Nevada.....		..
Newton.....	1	47
Ouachita.....	2	78
Perry.....		..
Phillips.....		..
Pike.....	4	68
Poinsett.....	2	14
Polk.....		..
Pope.....	1	65
Prairie.....	4	42
Pulaski.....	6	200
Randolph.....	1	75
Saline.....	2	70
Scott.....	3	25
Searcy.....	2	66
Sebastian.....	1	71
Sevier.....	1	59
Sharp.....	1	55
St. Francis.....	7	35
Stone.....	2	50
Union.....	1	33
Van Buren.....	3	50
Washington.....	4	150
White.....	2	85
Woodruff.....	3	26
Yell.....	1	67
Totals.....	160	4,509

TABLE U.

INSTITUTES HELD IN THE VARIOUS COUNTIES FOR THE YEAR
ENDING JUNE 30, 1894.

COUNTIES.	No. Ins. Held.	Attend- ance.
Arkansas	4	75
Ashley	..	..
Baxter.....	2	51
Benton.....	4	95
Boone.....	1	64
Bradley.....	..	..
Calhoun.....	..	..
Carroll.....	2	120
Chicot.....	..	..
Clark.....	2	96
Clay.....	7	42
Cleburne.....	1	100
Cleveland.....	4	25
Columbia.....	4	16
Conway.....	2	105
Craighead.....	1	50
Crawford.....	..	..
Crittenden.....	1	10
Cross.....	4	20
Dallas.....	..	..
Desha.....	..	..
Drew.....	3	40
Faulkner.....	3	60
Franklin.....	3	225
Fulton.....	1	63
Garland.....	4	70
Grant.....	4	50
Greene.....	12	30
Hempstead.....	..	..
Hot Spring.....	1	23
Howard.....	4	15
Independence.....	..	..
Izard.....	..	..
Jackson.....	1	88
Jefferson.....	1	36
Johnson.....	1	80
Lafayette.....	3	25

TABLE U.—*Continued.*

COUNTIES.	No. Ins. Held.	Attend- ance.
Lawrence	2	100
Lee	4	75
Lincoln	1	70
Little River	1	25
Logan	2	165
Lonoke	3	115
Madison	1	65
Marion	2	85
Miller	1	53
Mississippi	4	30
Monroe	5	45
Montgomery	2	41
Nevada	4	71
Newton	..	..
Ouachita	2	115
Perry	1	29
Phillips	..	..
Pike	4	80
Poinsett	1	25
Polk	..	..
Pope	1	80
Prairie	3	100
Pulaski	4	200
Randolph	1	74
Saline	2	45
Scott	2	40
Searcy	2	50
Sebastian	1	72
Sevier	1	95
Sharp	4	60
St. Francis	6	54
Stone	2	25
Union	..	..
Van Buren	4	60
Washington	2	120
White	2	82
Woodruff	4	140
Yell	1	94
Totals	165	4,254

CHAPTER XXVI.

LETTERS FROM EXAMINERS.

FROM I. A. CLARKE, BERRYVILLE.

DEAR SIR.—I regret the delay in sending you my annual report this year. It was unavoidable without loss to the children of the county, as some of the directors did not send me their reports in due time, and these reports were obtained only by persistent urging. An educated, trustworthy, *well paid* director would be a blessing to the public school system of the State of Arkansas. Will not the next General Assembly give us some wholesome legislation?

I am pleased to report that notwithstanding some drawbacks, the interest in popular education is increasing rapidly among the people, and the schools are growing better with each year.

A majority of our teachers, I am gratified to say, are live and progressive. They take much interest in institute work, and seem anxious to improve themselves in methods of teaching. The best teachers of the county generally comply with the requirements of the law in regard to attending the quarterly examinations and the meetings of the institutes. The law, however, requiring that the schools shall be closed during the teachers' examinations, is in disfavor with many teachers, directors and patrons of the schools. A revision of the law pertaining to this matter seems to be a necessity.

Perhaps the importance of professional reading is not sufficiently understood and appreciated by our teachers. I trust the time is not far distant when the teachers will not only read the best educational journals of the country, but that they will possess good libraries on the subject of teaching, and that they will read, and think, and do everything in their power to make constant progress in excellence.

I have visited a number of the schools of the county and found them all doing well. Good attendance, interest in studies, with excellent order in the school room, indicated successful educational work.

Permit me, in conclusion, to congratulate you on the grand work done in the department of education while you have been at its head—and now thanking you for the uniform courtesy extended me in all our official correspondence.

FROM J. T. KIRKLIN, BENTON.

I herewith submit my annual report for the year ending June 30, 1894. You will find it imperfect in many respects, but it is as good as could be made from the reports made to me by the directors of the county. There should be legislation to secure a closer connection between the county examiners and the school directors. The county examiner is frequently called on for information which he is unable to give because of his slight connection with the school districts.

The past two years, especially the last year, mark a period in the educational progress and development in Saline county. The new law requiring teachers to be examined on physiology, divisions of public lands and theory and practice, is now fully enforced, and examinations on these branches are as satisfactory as other sciences. We have no old teachers in our county, with the single exception of the principal and primary teachers of the Benton graded and high school, who have been in the harness nearly a quarter of a century, and now numbers his pupils by thousands. Very few of our teachers have taught as much as five years, and only a few are married. These young men and young ladies are better scholars than the teachers who formerly taught our schools. A large per cent of them have had some special training in the Benton high school and other institutions for their work, and the common district schools

are realizing a decided benefit from this training. Our rural schools and our village schools alike are more thorough than before. While we have but few professional teachers—but few who intend to make teaching a life work, still as a class they are young gentlemen and young ladies of fair intelligence and ability, and give satisfactory results of their work in most cases.

Our quarterly institutes have been profitable to our teachers who have attended them, but unfortunately a number are always absent. It seems to us that some specific penalty should be named in the law for failure to attend the quarterly institutes. As a rule the teachers who most need the advantages and benefits of the institutes are the ones who are generally absent.

Teachers and school boards have enforced the law requiring uniform text books in the schools.

The high school department of the Benton graded school, under the management of Prof. J. A. Kimbrough, has become to a considerable extent a boarding and normal school and is doing much in supplying the county with a better class of teachers.

A state normal college at Benton is now being agitated by the citizens of that place. It seems to us that there is no better location in our state. We hope they will succeed in getting it. The districts of our county are generally supplied with fairly good school houses—some have excellent buildings—as Benton, Bryant, Collegeville, Traskwood and others, while some are still sadly in want of suitable buildings.

FROM G. W. WELLS, POWHATAN.

I have this day mailed you my annual report. I regret that I am ten days behind but I assure you that this is not due to my negligence. Ten different districts had not reported up to the 10th inst. I was determined to have every district report, so I wrote to them and waited until I could

hear from them. The financial part of the report is *very incomplete*. Some of the footings I have not made, from the fact that they were not worth mentioning. Can't something be done to remedy this matter? You will also observe that less than one-third of the children of this county were in daily attendance. If this state of affairs continues our free school system, in my opinion, is a failure, and nothing short of a compulsory system will be a success.

FROM J. J. DOYNE, LONOKE.

I have the honor to submit to you herewith the county examiner's report of Lonoke county, for the year just ended.

While not complete in every detail, the directors in the main, have endeavored to comply with the law, and have shown more attention to their several reports than in any previous year. Only one district failed to send in its enrollment, and, though blanks were sent three times, and letters written twice, the directors failed to furnish any "annual report." Educational affairs in Lonoke county are in a healthy state, and the outlook along this line is quite favorable.

Thanking you for the many courtesies extended during your term of office.

FROM GEORGE R. HOPKINS, PARAGOULD.

Herein I send you annual report for Greene county, and it is a great deal more complete than the one sent you a year ago. Our people are taking on some of the enthusiasm of the teachers, and our schools have been greatly improved in the last few years.

Teachers are showing great interest in the study of principles and methods of teaching, and on this account our county institutes have been instructive and entertaining.

FROM J. L. MCCONNELL.

I herewith submit my annual report of the schools of Montgomery county for the year ending June 30, 1894.

The people of this county are awakening to their educational interests; our institutes are well attended; our teachers are striving to grow in their profession; the public school is becoming popular and an era of educational prosperity is opening for us.

In examinations, I have followed, to the best of my ability, the instructions of your department. During last year thirty two per cent. of the applicants for teachers' license failed to pass a satisfactory examination; this for a time, caused some dissatisfaction among unsuccessful applicants and their friends, but I was fully sustained by the mass of our citizens who seem to realize that teaching is a profession and that the unskillful teacher is a curse to the public schools.

I experienced much trouble in getting reports from directors, but have succeeded in obtaining a report from every district in the county, yet they are all lacking in some of the items required.

I have an inclination to tell you many things about the needs and condition of the schools of this county, but I feel that your active investigations of the school interests of this state has given you such a knowledge of its public schools as to render much at least of the information that I would attempt to give you only a needless repetition of facts already in your possession. However, I take the privilege of asserting the well known facts, that we need county supervision, state normal schools, and the right to vote a higher percentage of school tax.

FROM G. E. CAMERON, ARKANSAS CITY.

I have the honor of sending you herewith my annual report of the public schools of Desha county, which is not completed in every particular from the fact that the directors' reports were deficient in many items. The school interest of the county is growing rapidly. Our school houses are not as good as should be, but many of the districts have

comfortable houses and have schools taught throughout the winter. The teachers are taking more interest in this work, and we are looking to better things in this department.

FROM CHARLES T. GORDON, CAMDEN.

Herewith I beg to submit my report for this (Ouachita) county for the year ending June 30, 1894. Two or three of the districts made no report at all, while others are incomplete; but the reports generally are so much fuller, and in every way so much more satisfactory, than they were last year that I shall not complain. The cause of education in this county has received an impetus during the last year unparalleled in its history.

There have been more school houses erected, and of better quality (furnished with patent improved seats) than ever before.

The schools are of longer terms and better attended than heretofore. The grade of teachers, too, has been raised steadily until now, I am glad to say, I believe no county in the state has a better class of teachers. There are several large schools in the county, all well patronized. I desire especially to note the beneficial effects of the normal system, so wisely inaugurated by you, throughout the state.

The effect is very marked upon the teachers who attend them. Some otherwise good scholars might attend them with great advantage. The dawn of a brighter day, educationally speaking, is at hand, and its approach marks an era in our history as a state. Popular government is a failure without popular education.

The more intelligent the citizen the better he is prepared for all the responsibilities and duties of citizenship.

Our educational interest is our most important interest. I venture to suggest the propriety of county superintendents, or even one for each judicial district, whose sole business should be to look after the educational interests and who should be paid a stated salary by the state, as is the circuit

judge. As the law now is there is no one to look after this matter as it should be, consequently it does not receive attention commensurate with its importance.

FROM J. D. HOLMES, CLARKSVILLE.

I send you by this mail my annual report. It is not as full and complete as I should like to have it, but you will find by comparison that it is greatly superior to report made last year.

It is with feelings of regret that I realize that this is my last report to you.

To use your own language, "Two years' contact with you in official life has drawn me closer to you in sentiment and work. Your course towards public education has been marked and manly, and your interest in the better education of our teachers has entitled you to a high place in the affection of educators and the people. The highest compliment to your administration is the fact that it witnessed a great educational awakening, in the center of which you stood giving confidence, courage and power." Excuse the plagiarism. Your language portrays my sentiments more aptly than any of my own could. Long may you live and prosper, and long will your administration live and continue to bear good fruit after we have joined that silent majority and taken our flight to that haven of rest prepared for all good school teachers, where there are no contrary directors nor unruly children. Then, and not till then, will our reward be commensurate with our services.

FROM H. DENMAN, MT. VIEW.

Enclosed herewith I send you my annual report for Stone county, which is deficient in some respects owing to the incomplete data furnished by the school directors in their reports. Some failed to file any annual report whatever, and none gave a correct statement of the financial condition of their district. But by referring to the record of the county

treasurer I have succeeded in getting a correct financial report from every district in the county.

The law does not require examiners to do this, but there was no other way of obtaining it. I am sorry to state that directors are so negligent of their duty in this respect. Upon the directors depend, in a great measure, the success of our free schools and instead of electing the very best men and those widest awake in the cause of education for school directors, in some instances men are elected who have about as much knowledge of the competency and efficiency of a teacher or the general management and practical workings of a school as a hog has about the mountains of the moon. This can be remedied, I think, by proper county or township supervision of our free schools. On looking over my report you will find that only about one-third of the scholastic population of Stone county are getting the benefits of our free schools, that being the case I am forced to the opinion that a compulsory law with proper provisions would be a benediction to hundreds of children in Arkansas.

Another drawback to our schools is the want of more and better school houses. Many of the districts have no school house at all, and have to depend upon a church house or some temporary makeshift in order to have a school. Hence, all our schools are taught during the sultry summer months except in four or five districts where they have good winter schools. Notwithstanding the disadvantages and drawbacks above mentioned I am proud to state that the free schools of Stone county are on rising ground and I hope that the next report from Stone county will show that much greater progress has been made during the next year than has been made this.

FROM H. H. POYNTER, YELLVILLE.

You will find enclosed my annual report of the public schools of this county. You will perceive that the financial

portion of it is any thing but complete. In fact, no portion of it is complete, but the enumeration report. This incorrectness is due to the fact that the directors do not recognize the value of a full and complete report. Many of them are not qualified to make an intelligent and complete report.

The school interest of this county is growing rapidly. Some of our school houses are not as good as should be, but many of the districts have comfortable houses and have schools taught throughout the winter.

The teachers of this county are becoming more interested in the work than ever before. At our county institute held at Yellville, last fall, sixty-five were in attendance, and all showed much interest in the institute work.

You have done much to educate the teachers of Arkansas, and to make the profession more honorable, for which we all should be thankful. Teachers are learning that they must study if they are successful.

In conclusion, let me say that we need county supervision and the right to vote on unlimited school tax.

FROM S. S. SEMMES, OSCEOLA.

I herewith hand you my annual report as county examiner of Mississippi county. Whilst in some respects it is an improvement upon the report forwarded a year ago, it is far from complete, owing to the failure of many of the district reports to give the necessary data.

Although our people are beginning to realize the importance of building up good public schools, I fear they will never succeed until several radical changes are made in the existing laws. Chiefly as to the management of the district school affairs under the present system of "directors," and as to the facility with which school districts can be cut up and new ones formed.

Under the "elective, three-director system," as a rule, the laziest and least efficient men contrive to get into office, and

when there, each depends upon the other two to attend to the school affairs—resulting in no one attending to them. And, owing to the ease with which school districts can be cut up, they are now being so dismembered that, with but few exceptions, there is not a district in the county that can raise sufficient revenue to run more than a three months school, and some of them cannot accomplish even that much. The law should be so amended as to substitute some other management for the “three director” system, and so as to forbid the formation of new districts unless the amount of taxable property left in the old district and to be thrown into the new district, will, with a maximum taxation, afford sufficient revenue to provide for adequate schools in both districts.

FROM T. A. FUTRALL, MARIANNA.

Enclosed please find county examiner's annual report. The schools in Lee county are doing fairly well. Teachers have manifested considerable interest in professional training this year. The interest you have taken in our school system for the past four years will be remembered by our good people.

FROM W. O. M'KAY, MAGNOLIA.

I have mailed you my annual report for 1894 with the exception of the financial statement, which the directors failed to report, owing to the failure of the former treasurer—and not having any treasurer at present makes it impossible for me to obtain the same.

You will see that the report is not as accurate as it should be for the reasons stated. I am glad to state, however, that the directors are making improvements in this matter, and a majority of them manifest a desire to do their duty as well as they know it.

FROM J. C. MITCHELL, FAYETTEVILLE.

I herewith send you, under another cover, my annual report for the year ending June 30, 1894.

It gives me pleasure to state that I got a much better report from school directors this year than last, enabling me to make to you, as I think, a much more accurate report.

Our enumeration shows an increase of nearly 1,000.

Our teachers, though working for small pay and under many disadvantages, are taking more interest in their work. I have held two institutes the past year, both of which were well attended, and much interest was manifested by the teachers. We have 160 public schools in our county, and nearly all in session now.

The great trouble with our schools is, the terms are too short (an average of less than four months), and the pay too little to hold the best grade of teachers. They seek other employment. Be it said, to our shame, that not half of our districts levied tax last year. I believe, if we could have a law passed depriving those districts which fail to levy of the state apportionment—help them only who help themselves—they would soon all fall into line and vote the tax, and our schools would prosper. I am decidedly in favor of county supervision and county uniformity of text books.

Allow me to congratulate you on your successful career as state superintendent. Whatever you engage in, I wish you success.

FROM W. G. ROLFE, HAMBURG.

I herewith hand you the annual report of schools in Ashley county. I am sorry that the reports of directors are so incomplete as to forbid the possibility of the county examiner making a complete exhibit of what has been done. I can only say the best has been done that could be done, with the material in hand.

As a general comment, our schools have improved constantly for the past year, in ability of teachers and general interest of patrons. The best of wishes for your success, after leaving your present position.

FROM J. J. THOMASSON, PRESCOTT.

Herewith I have the honor to transmit my annual report for the year ending June 30th. It is not as nearly perfect as I desired, but is a very decided improvement over my last. Directors fail to realize the importance of accuracy in making up their reports. Several districts have no financial report, or none that can be relied on, hence I cannot and do not put any reliance in the aggregates furnished, and I am forced to the belief that a number of directors in this county do not make any enumeration of the children of their districts than that furnished by the school register furnishing the daily attendance.

The legislature cannot be urged too strongly to provide for county supervision of schools. With a competent county superintendent and a reduction of the school districts in each county to correspond with the election districts, there would be an evident improvement in the schools. The school districts in this county have been so multiplied, and as a consequence the school funds so scattered, that schools cannot be maintained, or if they are the terms are short, or the salaries paid are not sufficient to induce competent teachers to engage. There is urgent need for reformation along this line.

As you are about to retire from your present official position, let me congratulate you upon the very evident success of your administration. Much good has come to the schools of Arkansas from it.

FROM E. L. JACOBS, HARRISBURG.

I herewith submit my annual report for the year ending June 30, 1894.

It is not as correct as I would like, but is the very best I can do from the reports given me by the directors of the several districts. Our schools are improving in this county, I am glad to say. We have better teachers than of old and are obtaining much better results.

The greatest trouble we have now is so many different kinds of text books in the school, and we do sincerely trust that the legislature at its coming session, may do something towards adopting a uniform series throughout the state.

FROM J. B. MARTIN, LOCKESBURG.

I herewith forward you my sixth annual report.

I am glad to report the school interests in a healthy condition—caused to a considerable extent by the enthusiasm disseminated through the normal institutes you have given us ever since you have been in office, and I wish to emphasize the fact that the foundation of the free schools in Arkansas, viz: The rural district school, has received more benefit by the course you have pursued than this same foundation had received in the previous score of years. This is saying a good deal, but I don't fear successful contradiction. I need not mention the various steps taken by you, they have been sufficiently criticised for the least informed to know what they are. When the examiners have done their duty, the standard of the county licentiate has been elevated and correspondingly the pupil, also the patron in an educational line. The pupils from these remote schools are now entering the middle schools with fair preparations and an earnestness born of laudable aspiration that will insure them success. This influence has extended to the directors. I had every report in by the 13th, something unprecedented in Sevier.

I have held regular quarterly examinations since December, 1888, on the third Thursday and Friday following without an intermission, and require all who wish license to attend.

The normal institute embracing April 2, to June 22, had representation from Pike, Howard, Polk, Little River and a large local attendance, enrolling 95, average attendance 57.

I believe that could our school law be properly carried

out we would have one of the best systems of free schools in the government.

Please accept my thanks for courtesies during your official career and remember me.

FROM W. D. LEIPER, MALVERN.

I have the honor herewith to present you my report of the schools of Hot Spring county for the scholastic year ending June 30, 1894. It will be seen by it, that, although in some respects our schools have shown less of progress in school room facilities for the very best teaching and hence for the very best advancement of the pupils, yet it does show that in teaching ability and in better preparation for class work the teachers have made commendable advancement. The report shows a greater number of first grade teachers than ever before in this county, and of course the class work has been better all along the line of study. Out of an aggregate of 74 teachers, 57 are 1st grade; 13 2d grade, and only 4 3d grade, of which 3 are colored.

This evident increase in teaching ability is chiefly attributable to the normal training which the teachers have received in the months normal schools which we have had each year for the last three years. A marked result for good in the schools is manifest. In consideration of these facts we are lead to the conclusion that it would be the very best policy for each county to have an annual normal school established by law to run a month or six weeks in May and June, just before the summer schools open in the rural districts, the salary of the conductor to be paid out of the school funds of the county. The schools would be largely the gainers by it as the reflex effect upon the advancement of the children of the county would be incalculable. Thus our rural schools, whose welfare has been sadly neglected and whose pupils number about 80 per cent. of the 425,000 children of the state.

Should the legislature enact a law creating county annual normals, provision should be made in the law requiring the attendance of every applicant for a certificate to teach in our free schools, otherwise to be debarred. The people of the state have wasted enough of money on incompetent teachers, and measures something like the above suggestion ought to be adopted at once to remedy the great evil of this incompetency. I hope you may see this matter in all its momentous importance, especially to the 80 per cent of the rural children of the state and recommend to our incoming legislature this suggested amendment to our school law or some other and better method of cure for this grave defect in our school system. County school superintendency is a *sine qua non* of course, and so also is a more earnest and intelligent directorship.

CHAPTER XXVII.

THE PEABODY TRUST FUND.

In my last settlement with the legislative committee, there was found in my hands an unexpended balance of \$272.99.

Since then I have received the following sums:

September, 1892.	Balance on hand	\$ 272 99
February, 1893.	Cash.....	2,000 00
April, 1893.	Cash.....	2,000 00
June, 1893.	Cash.....	500 00
August, 1893.	Cash.....	1,000 00

Total.....		\$ 5,772 99
December, 1893.	Cash.....	1,500 00
February, 1894.	Cash.....	2,000 00
March, 1894.	Cash.....	1,000 00
June, 1894.	Cash.....	400 00
October, 1894.	Cash.....	400 00

Total.....\$ 5,300 00

Total in two years.....\$11,072 99

This amount has been entirely expended, as is shown by the receipts in my possession numbered consecutively from 1 to 140, upon the state normal schools at Stuttgart, Jonesboro and Morrilton in 1893, and at Morrilton and Jonesboro in 1894, the Eighteenth district normal schools of three months; elsewhere reported, and the institutes held throughout the state for periods of from one to four weeks (see chapter on district normals and institutes for names of instructors and places). The state normals in 1893 were supported entirely by Peabody, state and neighborhood funds, and the tuition was free. Each of these schools had four or five instructors for eight or nine months. In 1894 one of them was discontinued, and the other two entirely supported by the Peabody fund and a small tuition. They ran for nine months each with a diminished attendance, on

account of the tuition rate. The district normal schools were supported by the joint action of the legislative appropriation and the Peabody fund. From one to four teachers were employed at each of these for three months, and they were favored with a large attendance, as will be seen by reference to the chapter devoted to them. The institutes were supported entirely by the Peabody fund, and were in charge of from one to two teachers all the time. They, also, were largely attended. During the two years just passed the Peabody trustees have expended nearly twice as much as the state upon these institutions, and without their aid they could not have been maintained for anything like the long periods named, nor with so large and efficient teaching force.

Over 200 youths have had a full two years' course in a standard normal institute, and about the same number a full course of one year. Some of them graduated upon the full three years' course, and nearly all of these students have entered upon service for the state in the public schools. The record made by them as teachers has been in every reported case a flattering testimonial to the value of the schools that taught them. Besides this, hundreds of young men and women, who, unable to attend the state normals, attended the district normals for three months, have proven themselves in their school work as far better teachers than before. I know of no better method of reaching the masses of our teachers than the continuance of these perambulating district normals and the strengthening of the state normals. It is not right to cast so large a proportion of the expense of teacher training upon the Peabody fund. We are able to maintain two excellent state normal schools and eight district normals without any outside aid, leaving this for institute work throughout the state. No one not closely related to the schools can approximate the value of these agencies to the system. They are its life, for no maxim has greater

truth than the one which says: "As is the teacher so is the school." I appeal to my countrymen to rise to the importance of the occasion and to make these institutions strong and good.

I feel confident that the young men and women who have been the beneficiaries of the advantages given them by the operation of the Peabody fund, both at home and at Nashville, will ever remember the name of George Peabody with affection, and, in addition, give to the state the added power which comes from skilled labor. Dr. Curry has been particularly generous in his appropriations, and deserves to hold the highest place in the affections of our whole people. My association with him has always been cordial, and I part with him with the greatest regret. I wish for him a long and happy life as a compensation for his eminent usefulness and worth.

CHAPTER XXVIII.

FACTS ABOUT THE SEPARATE SCHOOLS, WITH LISTS OF SUPER-INTENDENTS AND PRINCIPALS FOR 1894-95.

These schools run from seven to nine months each year. There are many more such schools, but I have been unable to obtain reports. It is gratifying to know that the theory of grading is gradually extending into all our town schools. Many of them have a very imperfect system, owing to the limited opportunities many of the principals have had to familiarize themselves with properly-graded schools. The city schools are in admirable condition, and are a blessing to all.

TABLE V.

Table Showing the Names and Postoffices of the Town Schools, the Number of Teachers Employed, the Enrollment and the Names of the Superintendents or Principals for 1894 and 1895.

NAME OF SCHOOL.	Town or City.	Names of Superintendent or Principal, 1894.	NO. TEACHERS.		ENROLLMENT 1894.		Superintendent or Principal, 1895.
			White.	Black.	White.	Black.	
Little Rock Public School	Little Rock	J. R. Rightwell.	43	23	2,871	1,988	J. R. Rightwell.
Fort Smith Public School	Fort Smith	J. L. Holloway.	37	12	1,370	630	J. L. Holloway.
Harrisburg Public School	Harrisburg	R. L. Cowan, Prin.	2	1	115	16	E. B. Bayless.
Pocahontas Public School	Pocahontas	James E. Wheat, Prin.	1	1	50	30	James E. Wheat.
Paragould Public School	Paragould	Geo. B. Hopkins, Prin.	5	1	332	32	Geo. B. Hopkins.
Mineral Springs High School	Mineral Springs	W. L. Holifred, Prin.	2	1	70	56	Chas. J. Greene.
Sheridan Public School	Sheridan	R. W. Anderson, Prin.	2	1	102	1	R. W. Anderson.
Hot Springs Public School	Hot Springs	Geo. B. Cook, Supt.	13	7	1,494	589	Geo. B. Cook.
Pine Bluff Public School	Pine Bluff	Miss Ruth McBride, Supt.	14	9	528	1,005	Miss Ruth McBride.
Marianna Male and Female Institute.	Payetteville	N. P. Gates, Supt.	11	2	580	165	N. P. Gates.
Newport Public School	Marianna	Thos. A. Futrell, Prin.	4	2	200	250	L. A. Futrell.
Harrison School District	Newport	R. M. Copenhaver, Prin.	5	2	203	113	R. M. Copenhaver.
Corning Public School	Harrison	C. L. Scott, Prin.	7	1	367	34	C. L. Scott.
Benton Graded School	Corning	F. A. Hildebrandt, Prin.	3	3	230	86	I. S. Gill.
Hope Public School	Benton	J. A. Kimbrough, Prin.	5	2	370	170	J. A. Kimbrough.
Helena Public School	Hope	W. N. Atkins, Prin.	6	2	529	329	R. A. Hearon.
Fordyce Graded Public School	Helena	Z. L. Price, Prin.	6	7	292	617	W. M. Rivers.
Texarkana Public School	Fordyce	E. L. Gatewood, Prin.	5	2	236	85	R. G. Brown.
Hazen Public School	Texarkana	W. T. Cowling, Prin.	8	4	439	364	J. T. Cowling.
Conway Public School	Hazen	W. W. Barrett, Prin.	4	1	184	63	W. W. Barrett.
Van Buren Public School	Conway	T. O. Owens, Prin.	6	1	328	109	J. H. McCulloch.
Atkins Public School	Van Buren	J. C. Massey, Prin.	8	2	600	176	J. C. Massey.
Clarksburg Public School	Atkins	A. M. Gibson, Prin.	4	1	182	22	A. M. Gibson.
Bentonville Public School	Clarksburg	J. J. Doyle, Prin.	7	2	474	72	J. J. Doyle.
Warren Public School	Bentonville	C. T. Barrett, Prin.	4	2	274	91	J. C. Runch.
Tom Allen High School	Warren	E. H. Carson, Prin.	8	3	515	95	J. C. Kelley.
Dardanelle Public School	Prescott	Prof. W. C. Parham, Prin.	7	3	394	352	J. H. Curtis.
Dardanelle Graded School	Jacksboro	D. T. Rogers, Prin.	7	1	354	125	W. C. Parham.
Ferryville Public School	Dardanelle	P. I. Barrett, Prin.	7	2	493	132	D. L. Rogers.
Arkadelphia Public School	Ferryville	C. S. Barrett, Supt.	11	1	398	11	P. I. Barrett.
Beardon Public School	Arkadelphia	F. W. Miller, Prin.	5	3	118	291	W. H. Douglas.
Des Arc High School	Beardon	John T. Berry, Prin.	3	1	302	56	F. W. Miller.
	Des Arc				174		A. J. Newnam.

TABLE V.—Continued.

NAME OF SCHOOL.	Town or City.	Names of Superintendent, or Principal, 1894.	NO. TEACHERS.		ENROLLMENT 1894.		Superintendent or Principal, 1895.
			White.	Black.	White.	Black.	
Carrollton Academy	Carrollton	G. A. Boyd, Prin.	3		217		Myron Marston.
Heber High School	Heber	A. Woods, Prin.	4		184		A. Woods.
Hesperian Public School	Lockesburg	J. B. Ward, Prin.	5		284		S. E. L. Brown.
Murrensboro High School	Murrensboro	J. C. Minnk, Prin.	1		110		J. C. Minnk.
Melrose High School	Melbourne	J. K. Hooper, Prin.	3		166		J. K. Hooper.
Altus Public School	Altus	Mrs. C. C. McGraw, Prin.	2		254		L. B. Burrow.
Monticello Public School	Monticello	W. F. Conday, Prin.	6	1	72	43	W. F. Conday.
Indianapolis High School	Indianapolis	S. Lipe, Prin.	3		140		L. B. Burrow.
Chickalah Academy	Chickalah	G. W. Garrison, Prin.	3		138		H. C. Caldwell.
St. Paul Public School	St. Paul	S. E. L. Brown, Prin.	3		100		Theo. Grace.
Center Point Public School	Center Point	C. J. Baker, Prin.	2		158		A. F. Riley.
Ozan Graded School	Ozan, Ark.	J. W. Bond, Prin.	3	3	157	201	L. E. Quinn.
New Lewisville Public School	New Lewisville	D. S. Hanks, Prin.	2	1	138	87	L. H. Burrow.
Lamar Public School	Lamar	A. L. Hanks, Prin.	4	2	214	71	J. E. Martin.
Waldo Public School	Waldo	T. E. Hendrick, Prin.	2	1	112		D. C. Woodson.
Austin Public School	Austin	S. E. Meddick, Prin.	3		55		J. W. Anderson.
Center Hill Public School	Center Hill	J. W. Anderson, Prin.	3	1	86	39	J. W. Thompson.
Cotton Plant Normal School	Cotton Plant	J. W. Anderson, Prin.	3		146		B. F. Conday.
Kingsland High School	Kingsland	D. H. Condit, Prin.	2	2	96	124	L. F. Dean.
DeVall's Bluff Public School	DeVall's Bluff	T. F. Doss, Prin.	2	1	105	105	W. S. Williams.
Coal Hill Public School	Coal Hill	P. M. McKay, Prin.	3	1	225	40	E. D. Cochran.
Rectar Public School	Rectar	C. E. Morris, Prin.	3		180		W. O. C. Hamm.
Alma High School	Alma	M. C. O'Honohue, Prin.	3	1	143	99	P. O. McIntyre.
Marshall Seminary	Marshall	J. W. Blankenship, Prin.	4		225		E. O. Blackshaw.
Jasper Academy	Jasper	J. F. Carlton, Prin.	2		99		Louis Miller.
Boydsville Public School	Boydsville	Miss L. E. Cox, Prin.	1		85		J. L. Kiekin.
St. Charles Public School	St. Charles	I. C. Gibson, Prin.	1		48		C. L. Lorrison.
Jacksonville Public School	Jacksonville	J. P. Hatfield, Prin.	2	2	55	90	J. G. Smythe.
Bryant Public School	Bryant	S. D. Campbell, Prin.	3		142		D. F. Withers.
Hawesville Public School	Hawesville	J. G. Smythe, Prin.	7	1	413	117	
Russellville Public School	Russellville	W. F. Lee, Prin.	9	2	517	77	
Washington Public School	Washington	D. F. Withers, Prin.	5	2	118	247	
Ozark Public School	Ozark	C. L. Spence, Prin.	5	2	275	81	
Monticello Public School	Monticello		6	3	360	290	

CHAPTER XXIX.

CONCLUSION.

This closes my official work as superintendent of public instruction. For four years I have held that position and have tried to perform the duties of the office with ability, zeal and purpose. If I have succeeded I shall be satisfied. To the other state officials with whom I have been connected I return my thanks for uniform courtesies and assistance. To the examiners and teachers I send my affections for without their generous aid I could have done nothing.

For my successor, Hon. Junius Jordan, I ask the same consideration and generous help. He is a gentleman and scholar and will use his abilities zealously to push the matter of public education to higher grounds. He is worthy of all confidence and I take pleasure in commending him to educators throughout the world.

Respectfully,

JOSIAH H. SHINN,

Supt. of Pub. Ins.



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DATE BORROWED	SIGNATURE OF BORROWER <i>1893-94</i>
	DATE RETURNED